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ABSTRACT

Data collected by the Carnegie Foundation for the Advancement of Teaching as part of a commentary on the important role of the states in the support and development of higher education is presented. Topics are: (1) state funds for innovation, 1960-1975; (2) methods of assisting private institutions; (3) actual and potential controls over private institutions; (4) proposals to define areas of institutional independence and state control; (5) state 1202 commissions and their relations with other state boards; (6) state patterns of campus governance of senior institutions, state coordination, and association of the private sector to public policy; and (7) state organizational charts of public higher education. Statistical tables are also included. (Author/KE)

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The States and Higher Education

SUPPLEMENT

to a Commentary
of The Carnegie Foundation
for the Advancement of Teaching

A Proud Past and a Vital Future

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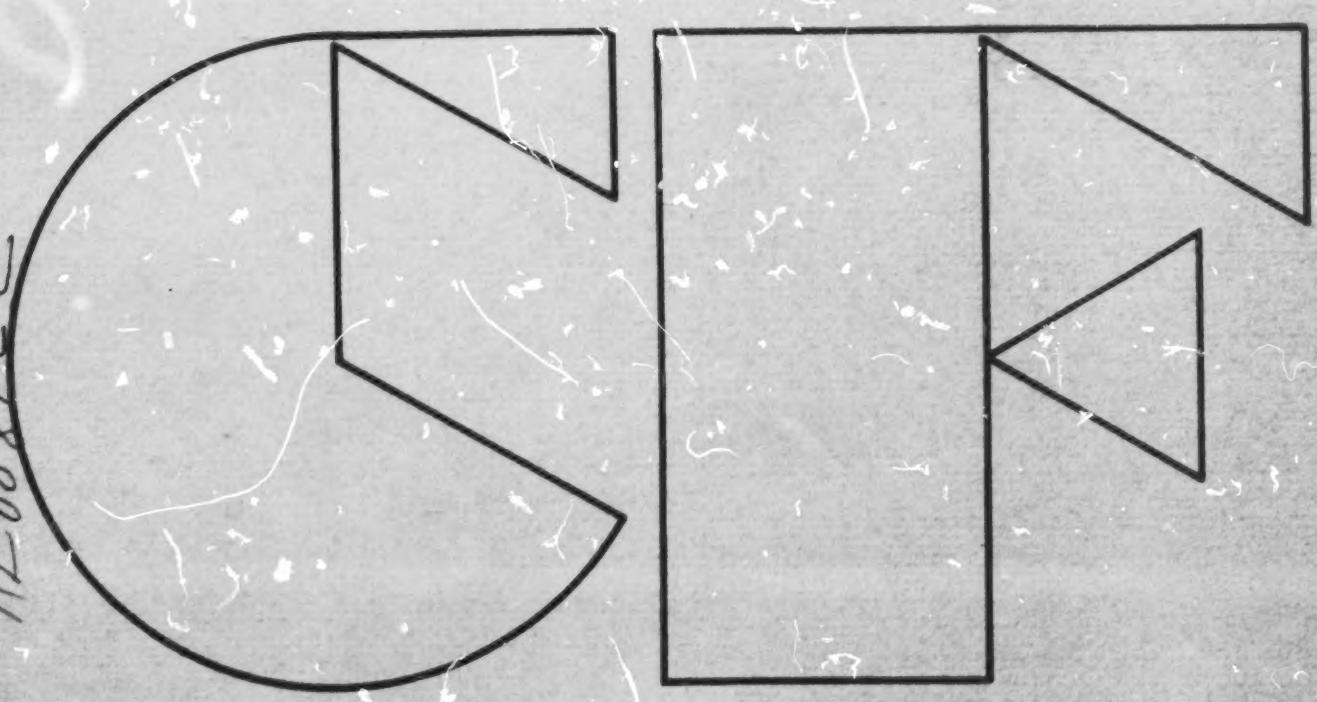

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The States and Higher Education

A Proud Past and a Vital Future

SUPPLEMENT
TO A COMMENTARY
OF THE CARNEGIE FOUNDATION
FOR THE ADVANCEMENT OF TEACHING

THE STATES AND HIGHER EDUCATION

A Proud Past and a Vital Future

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PREFACE

In May 1976, The Carnegie Foundation for the Advancement of Teaching issued a commentary on the important role of the states in the support and development of higher education. That commentary had the following major themes:

- Higher education in the United States, with its tripartite support based on state, federal, and private sources of funds, has been comparatively effective in both quantitative and qualitative terms.
- Some surplus facilities now exist as a result of the great expansion of the 1960s, but the greater imbalance is in the deficiencies that remain. Entirely new information on the deteriorating position, on a comparative basis, of research universities in a number of states was presented.
- The states are, or will be, in a better position to remedy their deficiencies than is commonly supposed, although the capacity of the states varies greatly.
- Several major problems lie ahead: (1) of how to maintain dynamism without growth, (2) of how to avoid parochialism as the individual states become a greater source of funds and policy, (3) of how to support the private sector while maintaining its independence, (4) of how to get accountability by higher education without stifling it with detailed regulation, and (5) of how to balance the public interest against the need for institutional autonomy in academic areas of decision-making.

The commentary also attempted to convey an appreciation of the diversity of higher education in the United States in several dimensions.

Entitled *The States and High Education: A Proud Past and a Vital Future,* the commentary may be ordered from Jossey-Bass Inc., 615 Montgomery Street, San Francisco, California 94111.

A considerable amount of data was gathered for the study, but only the most immediately relevant materials could be included in the commentary itself. It is our belief, however, that much of the information that could not be included in the commentary will be of interest to many persons who wish to obtain a more intensive and detailed appreciation of some of the findings reported in the basic document. In their interest, we are pleased to present this supplement.

CLARK KERR

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A
Statistical Tables

Figure A-1. Selected Measures Relating to Fiscal Capacity of States

State	Personal income per capita, 1974	General revenue per capita, 1973[a]	Income tax revenue as percent of state tax revenue 1974[b]	Percent of tax capacity unutilized 1974[c]	Health and welfare expenditures per capita 1973[d]	Percentage change in population		Unemployment rate 1975[e]
						1960-1970	1970-1975	
United States	$5,448	$ 541	31.1%	4.3%	$178	13.3%	4.9%	8.5%
Alabama	4,215	478	21.3	25.2	151	5.4	4.9	8.9
Alaska	7,062	1,268	46.0	31.2	185	33.6	16.5	8.7
Arizona	5,127	513	23.8	2.8	95	36.1	25.4	10.0
Arkansas	4,200	449	26.9	25.6	125	7.7	10.0	8.8
California	6,032	615	35.7	-7.7	258	27.0	6.2	9.8
Colorado	5,515	527	38.1	8.4	157	25.8	14.8	5.4
Connecticut	6,455	560	14.6	7.4	149	19.6	2.1	10.1
Delaware	6,306	725	42.5	19.9	138	22.8	5.6	9.1
Florida	5,416	460	0.1	16.6	120	37.1	23.1	11.4
Georgia	4,751	484	31.1	14.8	202	16.4	7.3	9.4
Hawaii	6,042	909	34.3	-12.8	209	21.7	12.4	7.4
Idaho	4,918	527	37.1	19.5	122	6.9	15.0	7.3
Illinois	6,234	517	32.2	4.0	185	10.2	0.3	8.3
Indiana	5,184	384	34.2	10.6	111	11.4	2.3	8.6
Iowa	5,279	468	38.3	4.8	108	2.4	1.6	5.7
Kansas	5,500	463	31.9	11.2	133	3.2	0.8	4.9
Kentucky	4,391	531	22.3	20.8	121	6.0	5.5	7.5
Louisiana	3,803	565	12.7	15.8	164	11.9	4.1	8.2
Maine	4,590	531	15.5	-11.7	151	2.5	6.6	10.0
Maryland	5,943	571	42.0	2.4	166	26.5	4.5	7.4
Massachusetts	5,757	582	56.9	-15.2	257	10.5	2.4	13.3
Michigan	5,883	611	34.6	2.7	215	13.4	3.2	13.6
Minnesota	5,422	653	48.3	-7.9	172	11.5	3.2	5.8
Mississippi	3,803	529	13.9	7.1	164	1.8	5.8	7.5
Missouri	5,036	397	26.9	16.3	128	8.3	1.8	7.2
Montana	4,956	573	43.2	2.4	110	2.9	7.7	8.3

Figure A-1. Selected Measures Relating to Fiscal Capacity of States (Continued)

State	Personal income per capita, 1974	General revenue per capita, 1973[a]	Income tax revenue as percent of state tax revenue 1974[b]	Percent of tax capacity unutilized 1974[c]	Health and welfare expenditures per capita, 1973[d]	Percentage change in population 1960-1970	Percentage change in population 1970-1975	Unemployment rate 1975[e]
Nebraska	$5,278	$428	24.9%	7.5%	$116	5.1%	4.2%	5.4%
Nevada	6,016	629	–	7.9	160	71.3	21.1	9.6
New Hampshire	4,944	408	19.4	17.6	114	21.5	10.8	6.7
New Jersey	6,247	456	11.3	9.2	159	18.2	2.1	10.1
New Mexico	4,137	677	16.9	11.5	128	6.8	12.5	7.7
New York	6,159	756	50.6	-32.8	338	8.7	-0.7	10.1
North Carolina	4,565	495	36.4	14.1	100	11.5	7.3	9.0
North Dakota	5,583	608	27.4	23.4	91	-2.3	2.8	5.2
Ohio	5,518	391	21.9	23.8	129	9.7	1.0	8.4
Oklahoma	4,581	513	20.7	23.8	175	9.9	6.0	6.2
Oregon	5,284	530	62.4	8.1	113	18.2	9.4	10.2
Pennsylvania	5,447	532	35.9	11.6	166	4.2	0.3	8.9
Rhode Island	5,343	587	22.6	4.6	206	10.5	-2.4	14.4
South Carolina	4,311	498	30.0	16.3	112	8.7	8.8	10.9
South Dakota	4,685	504	0.0	0.5	97	-2.1	2.5	4.9
Tennessee	4,551	422	11.7	19.2	137	10.0	6.7	8.4
Texas	4,952	414	–	21.0	114	16.9	9.3	6.0
Utah	4,473	595	30.3	12.6	108	18.9	13.9	7.4
Vermont	4,534	742	33.9	-18.8	176	14.1	5.9	10.0
Virginia	5,339	479	38.1	17.0	111	17.2	6.0	6.8
Washington	5,710	655	–	3.9	162	19.5	4.0	9.2
West Virginia	4,372	595	18.5	19.5	118	-6.2	3.4	7.4
Wisconsin	5,247	618	47.4	-15.1	173	11.8	4.3	7.0
Wyoming	5,404	694	–	19.3	126	0.7	12.5	4.4

[a]Includes general revenue received by states from all sources, including federal, state, and local sources.

[b]Includes revenue from personal and corporate income taxes.

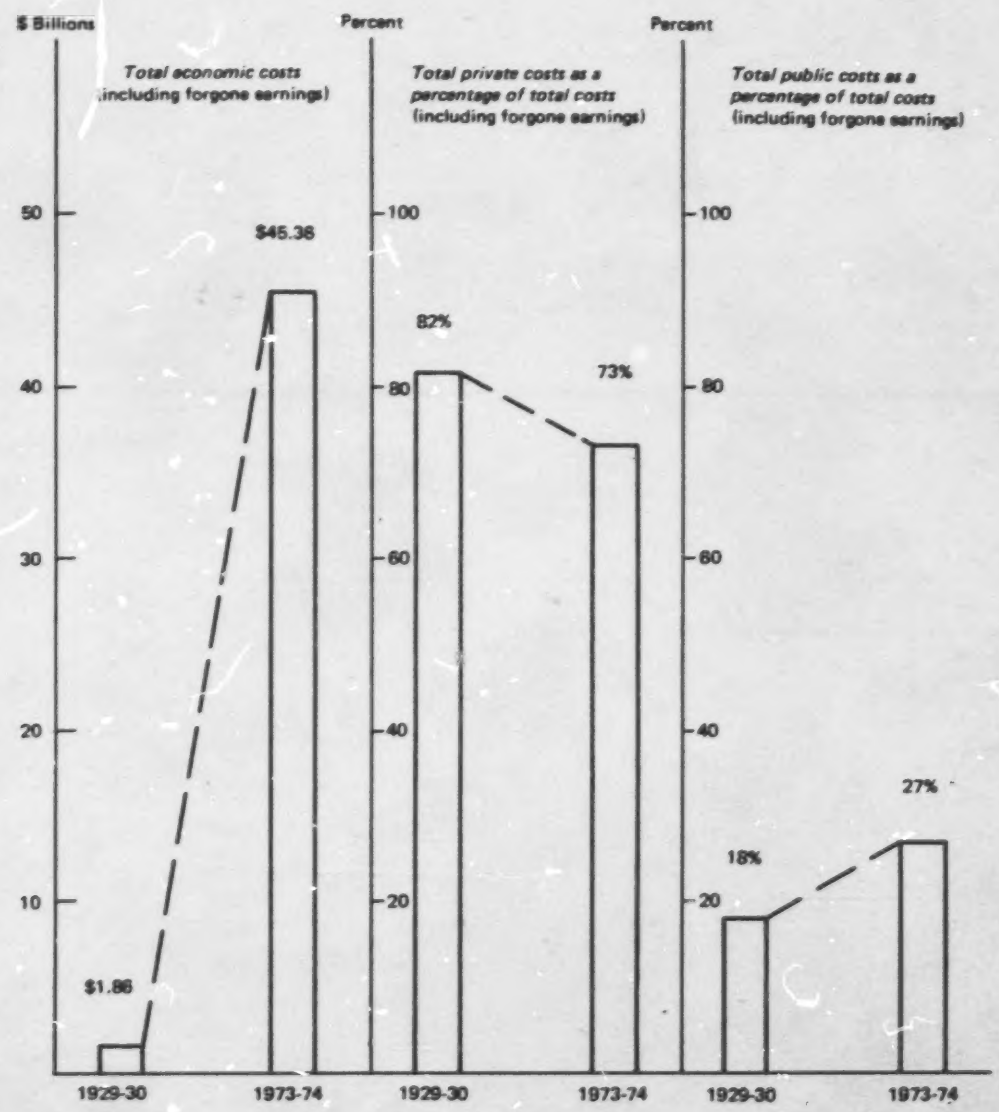
[c]Unutilized tax capacity was determined by (1) computing an average rate for each type of tax, in most cases as a percentage of personal income, (2) determining the potential revenue from the tax if the state taxed at the average rate, (3) subtracting the state's revenue from the potential revenue in order to determine the unutilized potential amount (the result would be negative for those states taxing at more than the national average rate), and (4) making some final adjustments to allow for the fact that taxpayers paying high taxes of a particular type would have their capacity to pay other taxes impaired—in other words, deriving a measure of net over- or underutilization.

[d]Includes state and local expenditures for health and welfare.

[e]Preliminary.

Sources: For a number of the series, U.S. Bureau of the Census, *Statistical Abstract of the United States, 1974* (Washington, D.C.: U.S. Government Printing Office 1974) and *Statistical Abstract of the United States, 1975* (Washington, D.C.: U.S. Government Printing Office, 1975); for 1974 state personal income, *Survey of Current Business*, August 1975, p. 11; for percentage of unutilized tax capacity, K. E. Quindry and M. G. Currence, *State and Local Revenue Potential, 1974* (Atlanta: Southern Regional Education Board, 1976); and for 1975 unemployment rates, preliminary data provided by the U.S. Bureau of Labor Statistics.

Figure A-2. Changes in Public and Private Shares of Total Economic Costs of Higher Education, Including Estimated Forgone Earnings of Students, 1929-30 to 1973-74 (in Constant 1967 Dollars)



Sources: Estimates developed from U.S. National Center for Education Statistics and U.S. Bureau of Labor Statistics data. For method of estimating forgone earnings, see Carnegie Commission on Higher Education, *Higher Education: Who Pays? Who Benefits? Who Should Pay?* (New York: McGraw-Hill, 1973), pp. 49-50.

Figure A-3. Estimate of Needs for Additional Public Two-Year College Campuses by 1980 for Metropolitan Areas with Populations of 500,000 or More

Area	Population 1974 (in thousands)	Percentage change in population 1960-1970	Percentage change in population 1970-1974	Number of campuses 1968	Estimated need for new campuses 1968[a]	Additional campuses 1968-1974	Average FTE enrollment per campus 1974	Total enrollment as percent of population 1974[b]	Estimated need for new campuses
Alabama									
Birmingham	785	2.7	2.3	2	1	0	3,100	3.8	0
Arizona									
Phoenix	1,172	45.9	20.9	4	1-2	1	4,600	6.7	1
California									
Anaheim-Santa Ana-Garden Grove	1,661	101.8	16.9	5	2-3	1	7,800	8.5	2
Los Angeles-Long Beach	6,926	16.6	-1.6	18	2-4	2	8,200	7.2	2
Riverside-San Bernardino-Ontario	1,214	40.9	6.4	8	2-3	1	3,300	5.7	0
Sacramento	883	28.4	9.8	3	1-2	1	6,500	9.0	1
San Diego	1,518	31.5	11.8	5	1-2	0	5,600	8.3	1
San Francisco-Oakland	3,136	17.3	0.9	11	2-4	4	5,200	7.9	0
San Jose	1,182	65.9	10.9	5	2-3	0	6,900	9.8	2
Colorado									
Denver-Boulder	1,391	32.5	12.2	2	1-2	2	2,500	5.0	0
Connecticut									
Hartford-New Britain-Bristol	1,059	22.6	2.3	4	0	3	1,500	6.2	0
Delaware									
Wilmington, Del., N.J., Md.	513	20.2	2.8	2	n.a.[c]	1	1,000	5.2	0
District of Columbia									
Washington, D.C.-Md., Va.	3,015	39.0	3.6	5	3-5	1	4,900	6.1	1 (Virginia)
Florida									
Fort Lauderdale-Hollywood	807	85.6	30.1	1	1-2	0	7,900	1.8	1
Miami	1,416	35.6	11.7	2	2-3	1	7,100	4.2	1 (under construction)
Orlando	579	31.0	27.7	2	n.a.[c]	0	3,000	4.0	0
Tampa-St. Petersburg	1,333	33.5	22.5	2	1-2	1	4,200	3.5	0
Georgia									
Atlanta	1,766	36.5	11.3	3	1-2	2	2,700	3.5	0
Hawaii									
Honolulu	691	26.2	9.6	3	0	1	2,500	5.7	0
Illinois									
Chicago	6,971	13.6	-0.1	19	3-4	1	3,700	4.2	0

Figure A-3. Estimate of Needs for Additional Public Two-Year College Campuses by 1980 for Metropolitan Areas with Populations of 500,900 or More (Continued)

Area	*Population 1974 (in thousands)*	*Percentage change in population 1960-1970*	*Percentage change in population 1970-1974*	*Number of campuses 1968*	*Estimated need for new campuses 1968*[a]	*Additional campuses 1968-1974*	*Average FTE enrollment per campus 1974*	*Total enrollment as percent of population 1974*[b]	*Estimated need for new campuses*
Indiana									
Gary-Hammond-East Chicago	644	2.7	1.7	1[d]	0	0	n.a.	2.8	0
Indianapolis	1,144	17.6	2.9	1[d]	1-2	1	n.a.	2.5	0
Kentucky									
Louisville, Ky.-Ind.	892	15.0	2.9	2	1-2	0	1,400	2.4	0
Louisiana									
New Orleans	1,090	15.3	4.2	1	1-2	1	2,400	4.0	0
Maryland									
Baltimore	2,140	14.8	3.3	5	1-2	2	2,700	4.6	0
Massachusetts									
Boston-Lowell-Brockton-Lawrence-Haverhill, Mass.-N.H.	3,918	7.8	1.8	6	2-3	4	1,600	6.2	0
Springfield-Chicopee Holyoke, Mass.-Conn.	590	7.5	1.1	2	1	0	3,300	9.1	0
Michigan									
Detroit	4,434	12.3	0.0	8	2-3	2	4,300	3.5	0
Flint	522	18.9	2.7	1	n.a.[c]	0	10,000	5.5	1
Grand Rapids	559	16.7	3.6	1	1-2	0	4,100	4.2	0
Minnesota									
Minneapolis-St. Paul	2,011	23.0	2.3	5	0	1	1,800	4.6	0
Missouri									
Kansas City, Mo.-Kans.	1,302	14.9	2.2	2	1	3	2,400	3.3	0
St. Louis, Mo.-Ill.	2,371	12.5	-1.6	5	1-2	3	2,900	3.9	0
Nebraska									
Omaha, Neb.-Iowa	575	18.6	6.0	1	1	1	700	4.1	1[e]
New Jersey									
Jersey City	583	-0.5	-4.1	0	2-3	0		3.0	1
New Brunswick-Perth Amboy-Sayreville	590	20.2	1.1	1	n.a.[c]	0	5,400	6.5	0
Newark	2,019	12.2	-1.9	2	2-3	2	3,000	4.5	0
New York									
Albany-Schenectady-Troy	799	8.8	2.7	1	1	2	2,600	6.6	0
Buffalo	1,331	3.2	-1.4	2	1	0	5,100	4.9	0
Nassau-Suffolk	2,621	29.9	2.5	3	n.a.[c]	0	10,600	4.2	1-2
New York, N.Y.-N.J.	9,634	4.5	-3.4	10	4-5	2	6,200	5.1	0

Figure A-3. Estimate of Needs for Additional Public Two-Year College Campuses by 1980 for Metropolitan Areas with Populations of 500,000 or More (Continued)

Area	Population 1974 (in thousands)	Percentage change in population 1960-1970	Percentage change in population 1970-1974	Number of campuses 1968	Estimated need for new campuses 1968[a]	Additional campuses 1968-1974	Average FTE enrollment per campus 1974	Total enrollment as percent of population 1974[b]	Estimated need for new campuses
New York (Continued)									
Rochester	966	20.1	0.5	1	1-2	1	3,700	5.8	0
Syracuse	646	12.9	1.5	2	1	0	3,000	7.3	0
North Carolina									
Charlotte-Gastonia	589	25.7	5.6	2	n.a.[c]	0	4,200	4.5	1
Greensboro-Winston-Salem-High Point	760	16.4	4.9	4	0	0	1,200	4.1	0
Ohio									
Akron	671	12.2	-1.2	0	1-2	0		6.0	1
Cincinnati, Ohio-Ky.-Ind.	1,376	9.2	-0.7	2	1-2	1	1,200	4.0	0
Cleveland	1,984	8.1	-3.9	5	1-2	-1	3,800	3.3	0
Columbus	1,067	20.5	4.8	0	1	2	1,400	6.5	0
Dayton	855	17.3	-0.9	1	1	0	4,600	5.2	0
Toledo, Ohio-Mich.	781	9.8	2.4	1	1-2	1	1,100	4.7	0
Youngstown-Warren	543	5.5	1.1	1	1	0	1,000	2.8	0
Oklahoma									
Oklahoma City	766	23.5	9.6	2	1	2	1,600	7.4	0
Tulsa	576	15.6	4.9	0	n.a.[c]	2	2,000	2.8	0
Oregon									
Portland, Oreg.-Wash.	1,080	-0.2	7.2	4	1-2	0	5,300	5.7	0
Pennsylvania									
Allentown-Bethlehem-Easton, Pa.-N.J.	617	9.0	3.7	3	0	0	1,300	3.2	0
Northeast Pa.	633	0.2	1.8	4	n.a.[c]	0	900	3.7	0
Philadelphia, Pa.-N.J.	4,810	11.1	-0.3	8	2-3	1	3,100	3.9	0
Pittsburgh	2,334	-0.2	-2.8	8	1	1	1,800	3.5	0
Rhode Island									
Providence-Warwick-Pawtucket	854	10.7	-0.1	1	1-2	0	4,700	6.8	0
South Carolina									
Greenville-Spartanburg	522	14.5	10.3	2	n.a.[c]	1	2,000	5.7	0
Tennessee									
Memphis, Tenn.-Ark.-Miss.	853	14.7	2.3	1	1-2	1	2,200	4.0	0
Nashville-Davidson	745	17.1	6.5	0	1	2	1,000	5.4	0

Figure A-3. Estimate of Needs for Additional Public Two-Year College Campuses by 1980 for Metropolitan Areas with Populations of 500,000 or More (Continued)

Area	Population 1974 (in thousands)	Percentage change in population 1960-1970	Percentage change in population 1970-1974	Number of campuses 1968	Estimated need for new campuses 1968[a]	Additional campuses 1968-1974	Average FTE enrollment per campus 1974	Total enrollment as percent of population 1974[b]	Estimated need for new campuses
Texas									
Dallas-Fort Worth	2,499	36.8	5.1	3	1	4	3,800	4.5	0
Houston	2,223	39.8	11.2	3	2-3	2	2,300	3.7	0
San Antonio	980	20.6	10.3	1	1	1	8,500	5.2	1
Utah									
Salt Lake City-Ogden	766	22.4	8.5	0	1	1	1,900	4.8	0
Virginia									
Norfolk-Virginia Beach-Portsmouth, Va.-N.C.	766	16.5	4.6	1	1-2	0	4,800	3.7	0
Richmond	570	18.6	5.5	1	1-2	1	2,100	5.5	0
Washington									
Seattle-Everett	1,396	23.7	-2.9	6	1-2	3	3,400	6.7	0
Wisconsin									
Milwaukee	1,415	9.8	0.8	1	1-2	1	9,400	4.6	1

[a]Estimated by Carnegie Commission on Higher Education, *New Students and New Places* (New York: McGraw-Hill, 1971), Table 11.

[b]Includes enrollment in all institutions of higher education.

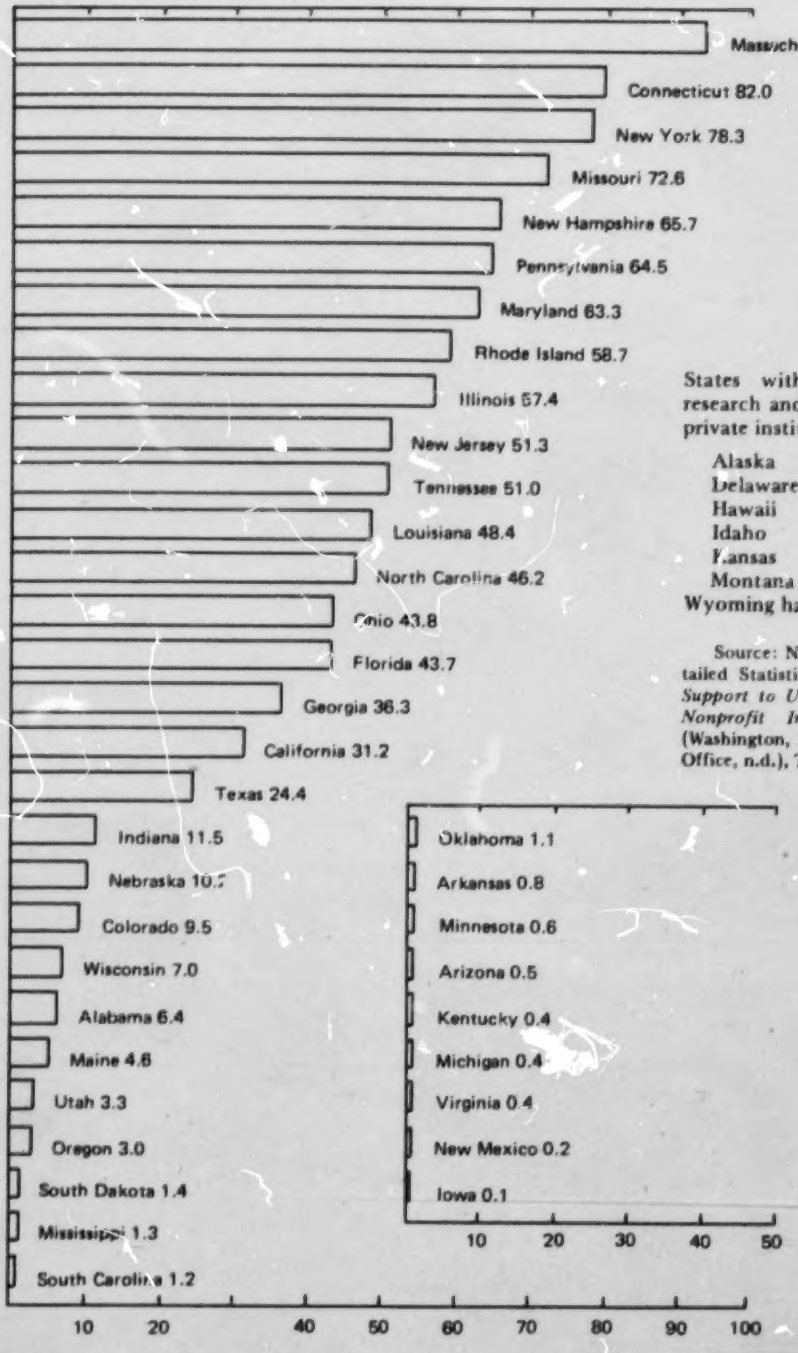
[c]Estimate for 1968 not available, because population was less than 500,000 in 1968 or because area was not defined as a separate standard metropolitan area in 1968.

[d]The Hammond campus of Purdue University was predominantly a two-year campus in 1968. It is now classified as a four-year campus but continues to have substantial enrollment in two-year programs. We have therefore not regarded its present four-year status as a reason for indicating that the area lost a two-year campus between 1968 and 1974. The same comments apply to the Indianapolis campus of Indiana University-Purdue University.

[e]There is a need for a two-year campus in the city of Omaha. The existing two-year campuses are in the Iowa portion of the metropolitan area.

Source: Adapted from U.S. Bureau of the Census and U.S. National Center for Education Statistics data.

Figure A-4. Federal Funds for Research and Development, Fiscal Year 1974: Percent of Funds Received in State Going to Private Institutions



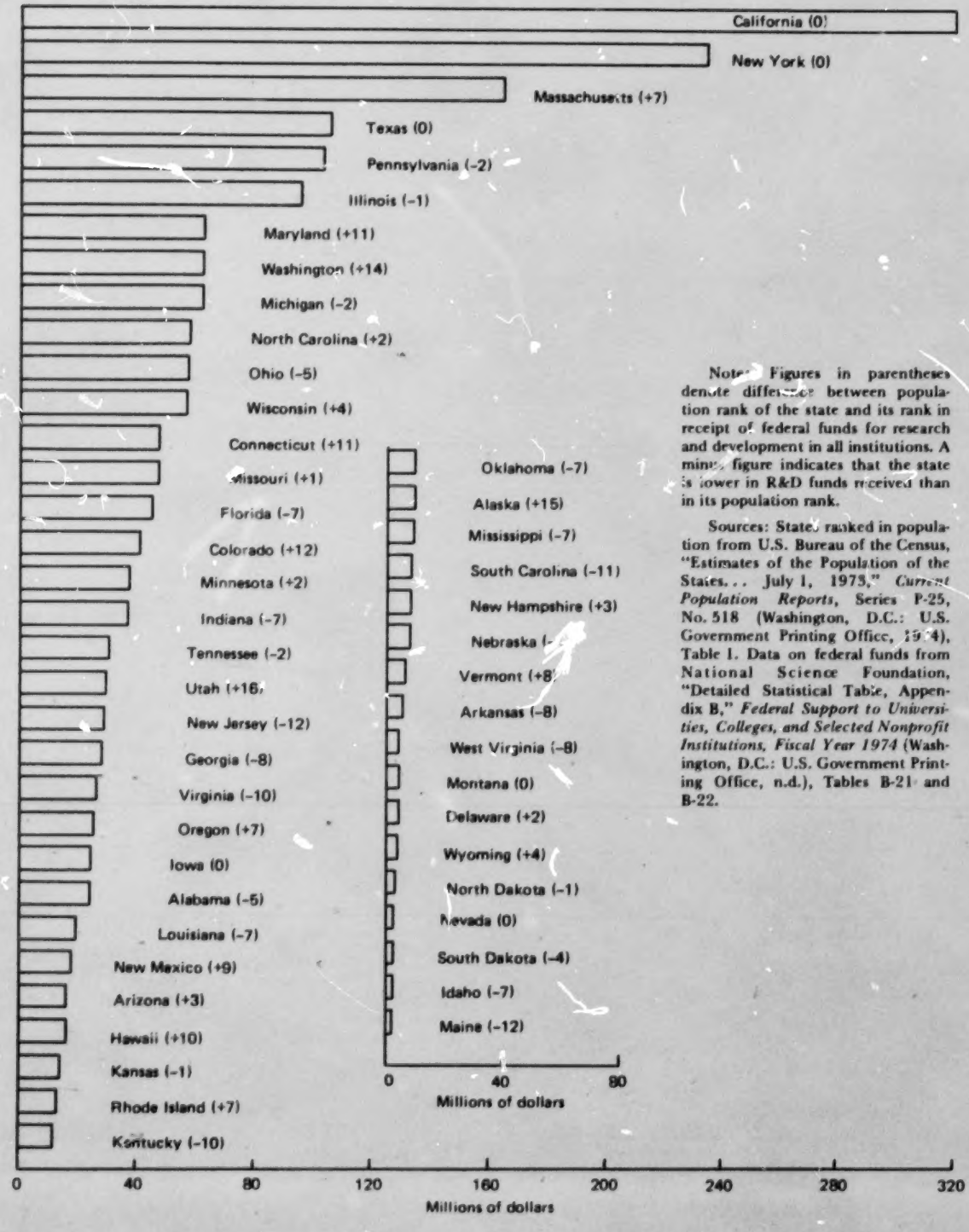
States with zero percent of federal research and development funds going to private institutions:

Alaska	North Dakota
Delaware	Nevada
Hawaii	Vermont
Idaho	Washington
Kansas	West Virginia
Montana	

Wyoming has no private institutions.

Source: National Science Foundation, "Detailed Statistical Table, Appendix B," *Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1974* (Washington, D.C.: U.S. Government Printing Office, n.d.), Tables B-21 and B-22.

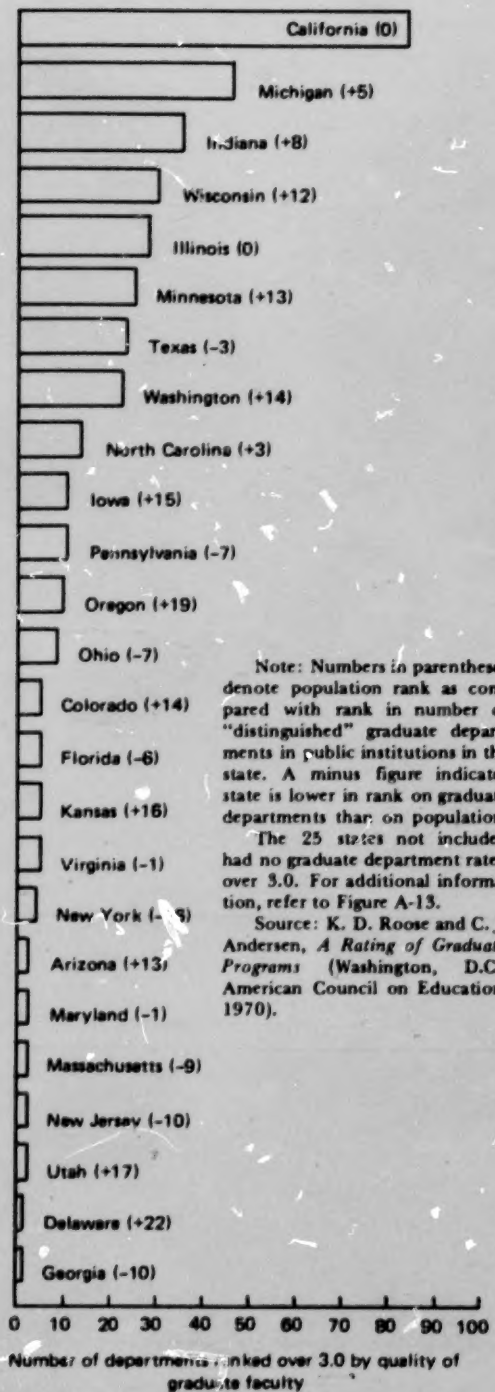
Figure A-5. Federal Funds for Research and Development, Fiscal Year 1974, to all Institutions, Compared with Population Rank of States



Notes: Figures in parentheses denote difference between population rank of the state and its rank in receipt of federal funds for research and development in all institutions. A minus figure indicates that the state is lower in R&D funds received than in its population rank.

Sources: States ranked in population from U.S. Bureau of the Census, "Estimates of the Population of the States... July 1, 1973," *Current Population Reports*, Series P-25, No. 518 (Washington, D.C.: U.S. Government Printing Office, 1974), Table 1. Data on federal funds from National Science Foundation, "Detailed Statistical Table, Appendix B," *Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1974* (Washington, D.C.: U.S. Government Printing Office, n.d.), Tables B-21 and B-22.

Figure A-6. Rank on Quality of Faculty in Graduate Departments Compared with Population Rank: Public Institutions, 1969

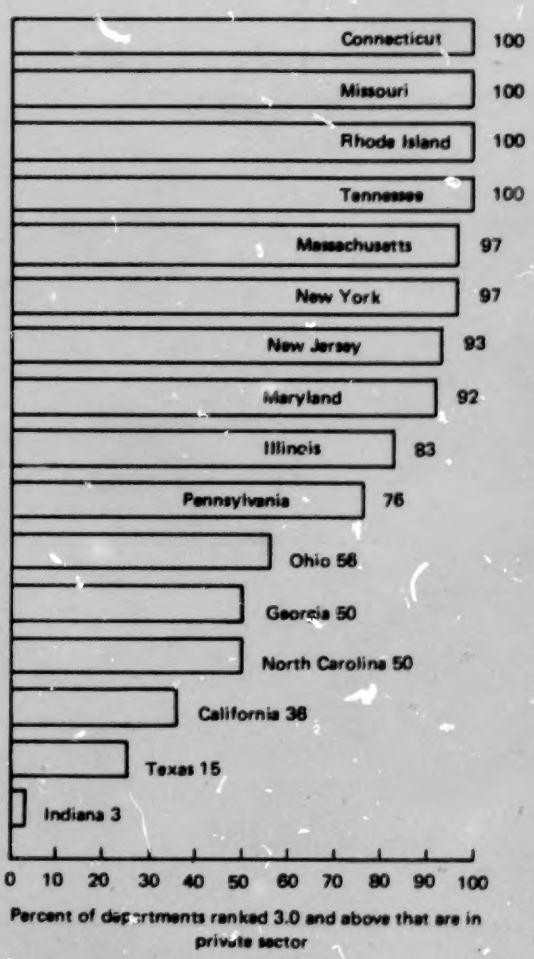


Note: Numbers in parentheses denote population rank as compared with rank in number of "distinguished" graduate departments in public institutions in the state. A minus figure indicates state is lower in rank on graduate departments than on population.

The 25 states not included had no graduate department rated over 3.0. For additional information, refer to Figure A-13.

Source: K. D. Roose and C. J. Andersen, *A Rating of Graduate Programs* (Washington, D.C.: American Council on Education, 1970).

Figure A-7. "Distinguished" Graduate Departments, 1969: Percent of Ranked Programs in State in Private Sector



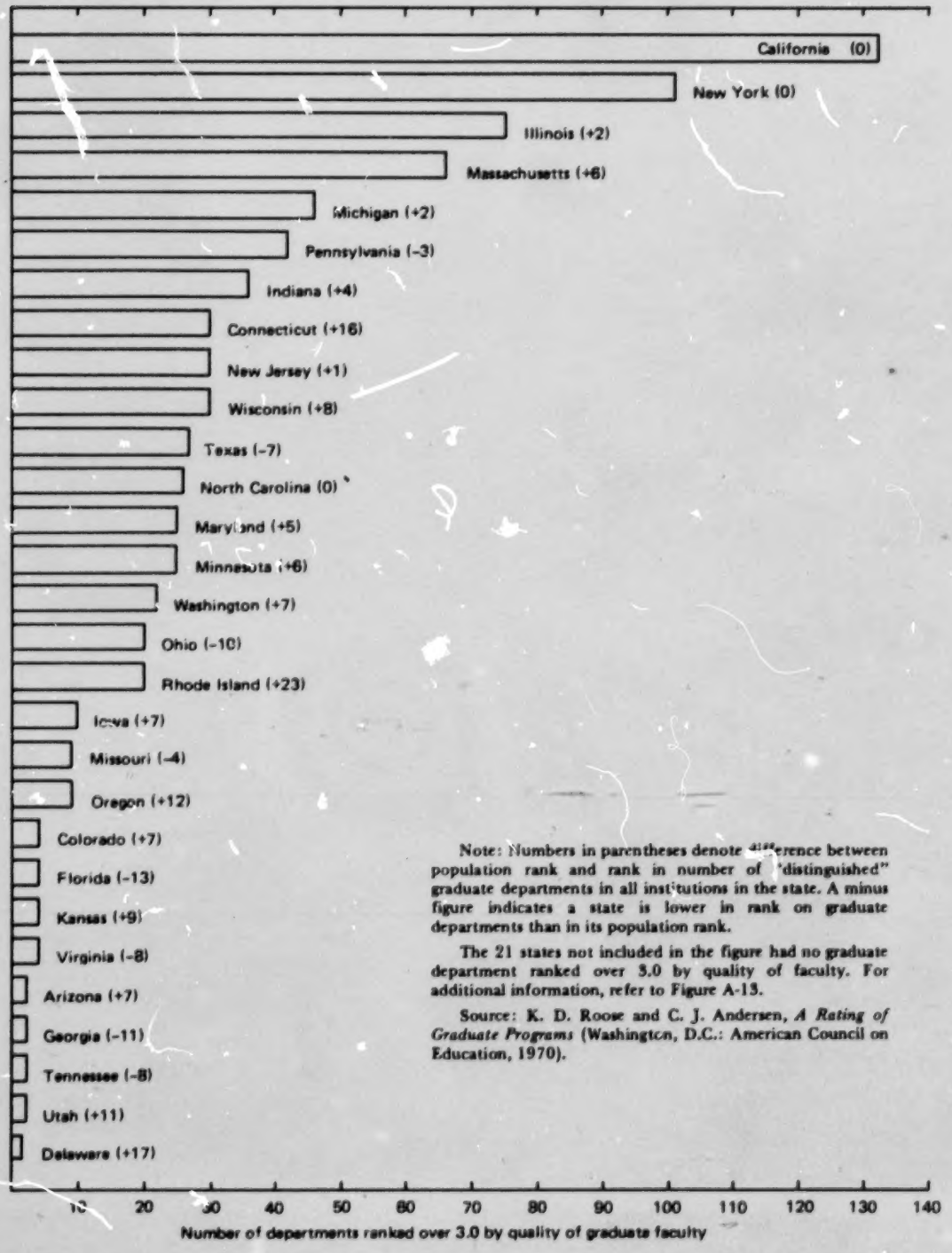
States with ranked programs but with none of them in private sector:

Arizona	Iowa	Oregon
Colorado	Kansas	Utah
Delaware	Michigan	Virginia
Florida	Minnesota	Washington
		Wisconsin

Note: For additional information, refer to Figure A-13.

Source: K. D. Roose and C. J. Andersen, *A Rating of Graduate Programs* (Washington, D.C.: American Council on Education, 1970).

Figure A-8. Rank on Quality of Faculty in Graduate Departments Compared with Population Rank: All Institutions, 1969



Note: Numbers in parentheses denote difference between population rank and rank in number of "distinguished" graduate departments in all institutions in the state. A minus figure indicates a state is lower in rank on graduate departments than in its population rank.

The 21 states not included in the figure had no graduate department ranked over 3.0 by quality of faculty. For additional information, refer to Figure A-13.

Source: K. D. Roose and C. J. Andersen, *A Rating of Graduate Programs* (Washington, D.C.: American Council on Education, 1970).

Figure A-9. Higher Education in Its Totality

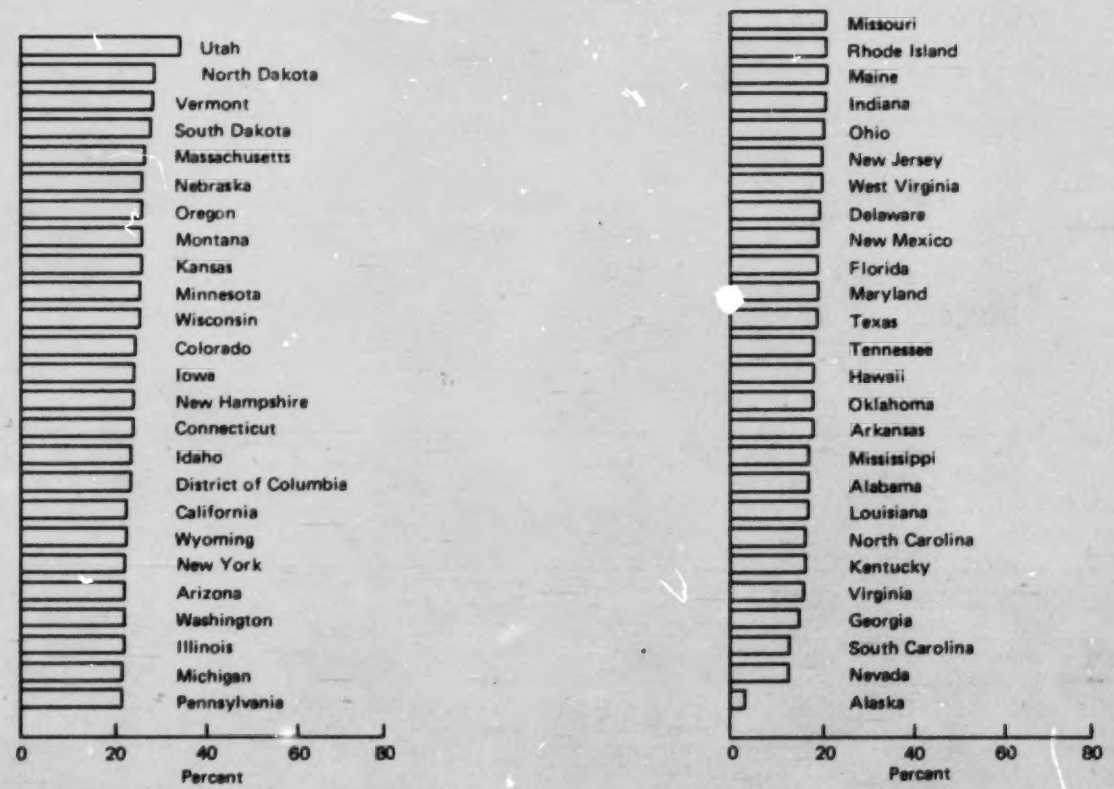
	Number of institutions, fall 1974		*Enrollment (head-count), fall 1974*		*Current-funds educational and general expenditures, 1973-74 (in thousands of dollars)*	
	Public	*Private*	*Public*	*Private*	*Public*	*Private*
Alabama	31	21	127,200	17,000	$ 254,000	$ 43,900
Alaska	7	2	13,000	1,100	45,200	3,200
Arizona	15	5	147,100	5,100	299,300	7,800
Arkansas	14	13	47,000	9,700	107,000	17,500
California	130	117	1,377,700	152,500	2,203,100	544,900
Colorado	26	12	123,100	13,400	271,200	46,100
Connecticut	27	24	91,100	53,800	138,500	218,600
Delaware	5	4	25,000	4,100	60,500	5,000
District of Columbia	3	14	14,400	67,000	39,900	253,600
Florida	37	34	259,000	49,100	515,000	145,400
Georgia	33	33	127,300	28,300	308,600	102,600
Hawaii	9	4	40,400	3,500	96,600	7,000
Idaho	6	3	28,500	7,200	56,500	9,600
Illinois	60	85	397,500	135,700	762,400	435,300
Indiana	22	40	150,000	52,700	385,700	126,900
Iowa	25	38	76,400	37,400	285,100	79,300
Kansas	28	26	100,900	12,300	204,800	27,600
Kentucky	21	26	94,300	19,000	254,200	39,500
Louisiana	19	11	119,700	20,900	201,900	66,600
Maine	10	15	27,700	8,900	63,900	27,500
Maryland	30	22	153,400	33,200	283,500	143,000
Massachusetts	35	87	151,000	199,800	228,300	745,200
Michigan	47	48	397,000	55,600	833,700	119,400
Minnesota	31	33	132,900	33,300	347,200	81,200
Mississippi	27	18	77,500	9,400	166,500	17,500
Missouri	27	51	142,400	58,300	295,400	189,500
Montana	9	3	25,200	2,800	56,600	4,600
Nebraska	15	14	54,000	13,300	130,100	36,800
Nevada	5	1	24,600	200	40,100	100
New Hampshire	10	14	19,700	14,700	52,600	58,700
New Jersey	30	33	206,900	67,400	368,400	177,000
New Mexico	14	3	46,300	4,400	122,600	6,100
New York	84	199	575,000	379,500	1,270,700	1,496,100
North Carolina	72	43	173,400	49,800	423,800	226,700
North Dakota	11	4	26,800	1,700	59,500	3,300
Ohio	61	69	308,700	99,700	604,000	271,500
Oklahoma	28	14	111,700	21,100	167,800	33,400
Oregon	22	20	127,100	14,500	202,800	35,100
Pennsylvania	67	114	268,300	178,500	679,400	537,900
Rhode Island	3	10	31,000	28,400	66,800	66,700
South Carolina	30	23	91,300	23,100	185,200	44,400
South Dakota	7	9	20,700	6,200	52,700	13,400
Tennessee	23	44	124,100	39,800	246,500	132,500
Texas	88	55	469,100	79,700	884,900	220,300
Utah	9	4	54,400	29,900	145,900	45,200
Vermont	6	16	16,600	11,700	47,500	31,000
Virginia	39	34	186,100	28,900	323,100	77,900
Washington	32	12	185,800	24,200	387,900	45,500

Figure A-9. Higher Education in Its Totality (Continued)

	Number of institutions, fall 1974		*Enrollment (head-count), fall 1974*		*Current-funds educational and general expenditures, 1973-74 (in thousands of dollars)*	
	Public	*Private*	*Public*	*Private*	*Public*	*Private*
West Virginia	16	12	61,100	10,200	91,700	19,700
Wisconsin	43	29	197,500	29,700	515,300	93,200
Wyoming	8	0	16,100	0	44,200	—
Service schools (federal)	8	—	29,200	—	245,800	—
Total United States	1,460	1,565	7,892,200	2,247,700	$16,123,900	$7,180,800

Sources: For number of institutions, data adapted from U.S. National Center for Education Statistics; for enrollment, "Opening Fall Enrollment, 1974," *Chronicle of Higher Education*, December 16, 1974, p. 8; and for expenditures, U.S. National Center for Education Statistics, *Financial Statistics of Institutions of Higher Education, Current Funds Revenues and Expenditures, 1973-74* (Washington, D.C.), prepublication tables.

Figure A-10. Undergraduate Degree-Credit Enrollment of Persons Aged 18 to 24 as a Percentage of Their Age Group, 1970, by State



Note: Students attending college in states other than their state of residence are classified as living in the state in which they are attending college.

Source: Computed from 1970 census data.

Figure A-11. Distribution of Full-Time-Equivalent Enrollment in Public Institutions of Higher Education in Each State, by Type of Institution, with States Ranked by Percentage of Public Full-Time-Equivalent Enrollment in Universities, 1974.

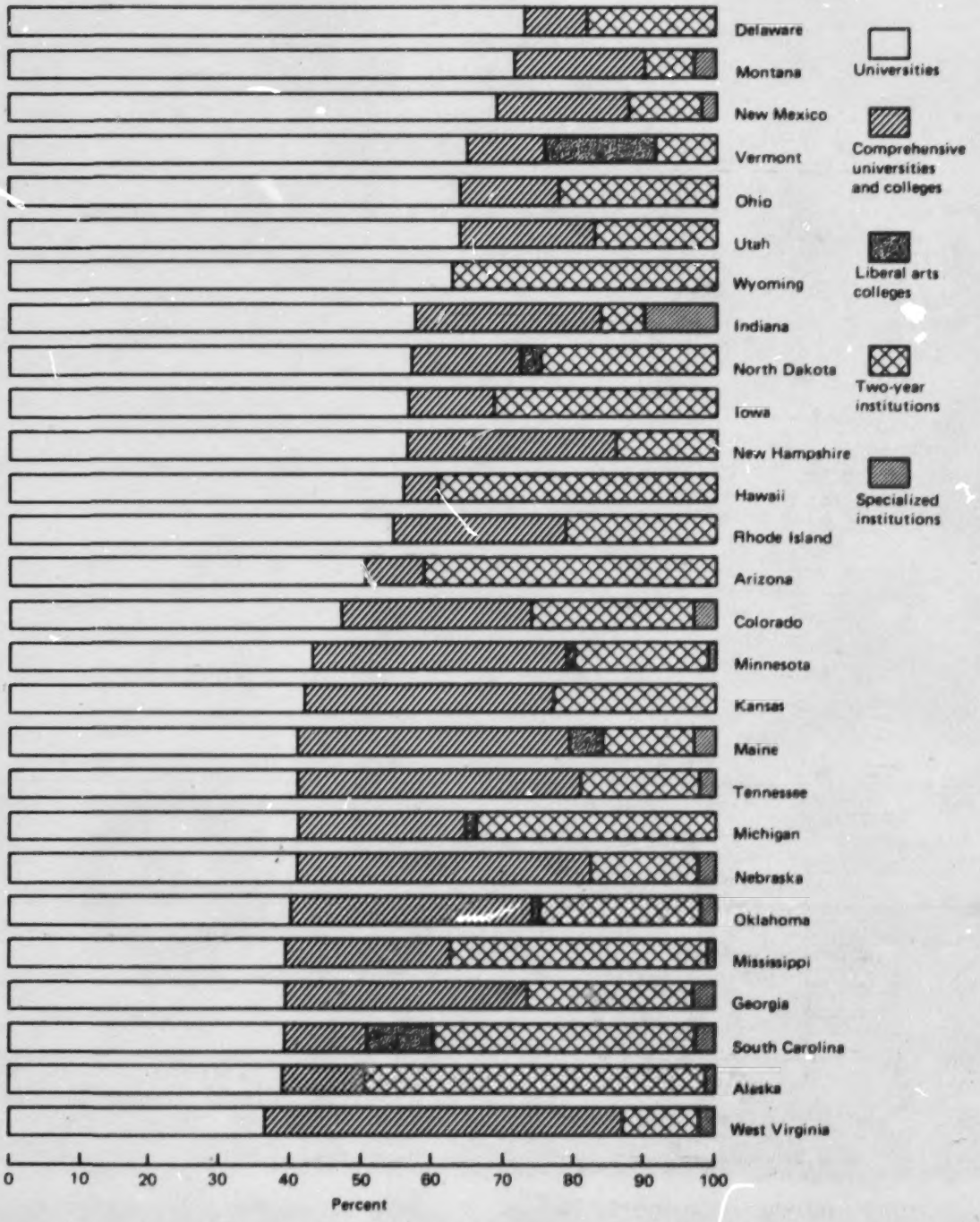
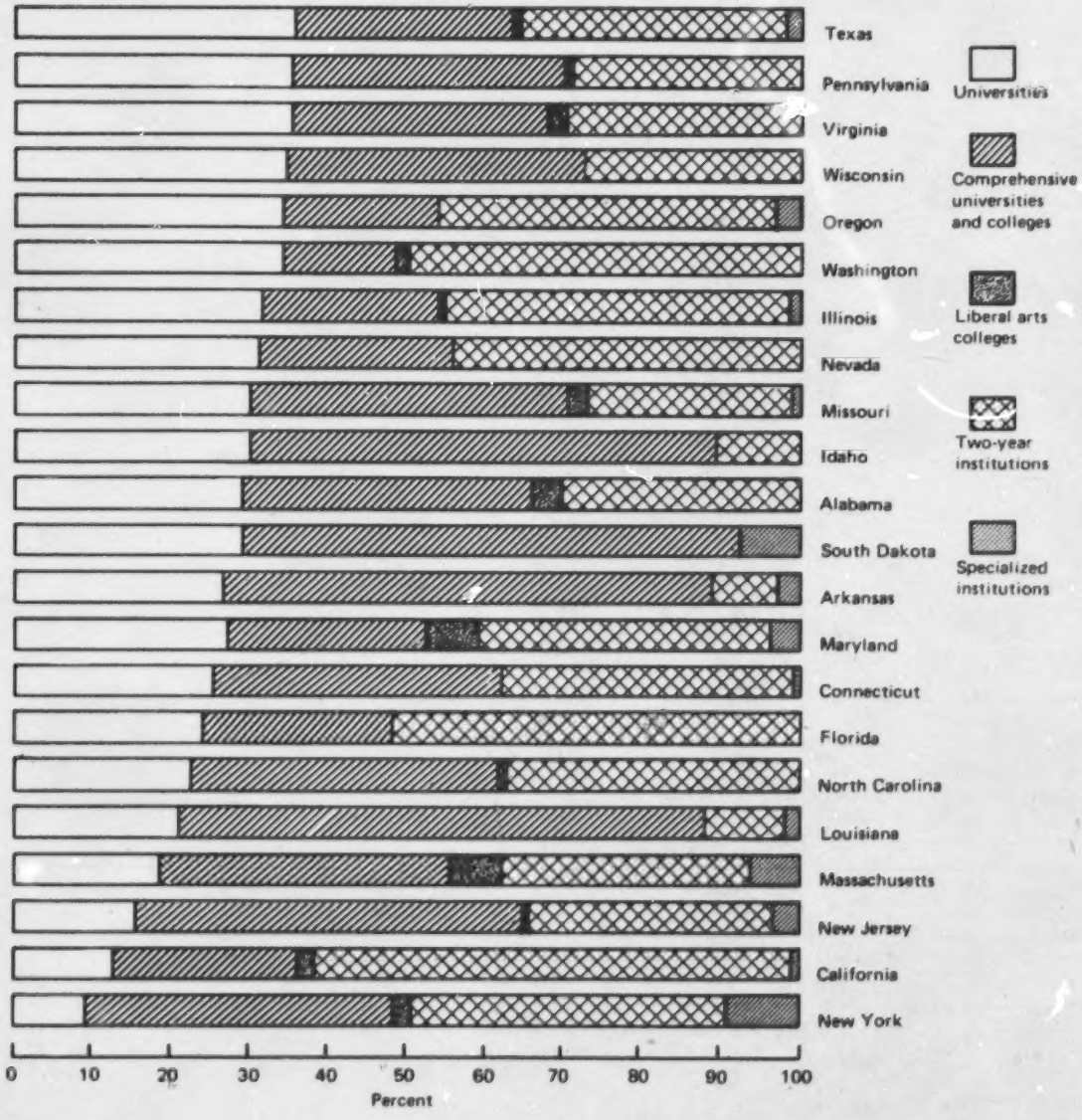


Figure A-11. Distribution of Full-Time-Equivalent Enrollment in Public Institutions of Higher Education in Each State, by Type of Institution, with States Ranked by Percentage of Public Full-Time-Equivalent Enrollment in Universities, 1974 (Continued)



Source: Adapted from U.S. National Center for Education Statistics data.

Figure A-12. Federal Obligations to Universities and Colleges, Fiscal Year 1974, for Research and Development, in Thousands of Dollars

State	*Public*	*Percent*	*Private*	*Percent*	*Total to all institutions*
Alabama	$ 22,207	93.6	$ 1,521	6.4	$ 23,728
Alaska	8,947	100.0	0	0.0	8,947
Arizona	15,609	99.5	82	0.5	15,691
Arkansas	4,682	99.2	40	0.8	4,722
California	222,403	68.8	100,722	31.2	323,125
Colorado	37,428	90.5	3,908	9.5	41,336
Connecticut	8,497	18.0	38,589	82.0	47,086
Delaware	3,837	100.0	0	0.0	3,837
Florida	25,185	56.3	19,541	43.7	44,726
Georgia	17,562	63.7	9,994	36.3	27,556
Hawaii	15,668	100.0	0	0.0	15,668
Idaho	2,164	100.0	0	0.0	2,164
Illinois	41,062	42.6	55,327	57.4	96,389
Indiana	32,373	88.5	4,204	11.5	36,577
Iowa	24,466	99.9	30	0.1	24,496
Kansas	13,939	100.0	0	0.0	13,939
Kentucky	10,637	99.6	45	0.4	10,682
Louisiana	9,759	51.6	9,168	48.4	18,927
Maine	1,907	95.4	92	4.6	1,999
Maryland	22,952	36.7	39,642	63.3	62,594
Massachusetts	10,083	6.1	154,668	93.9	164,751
Michigan	61,586	99.6	261	0.4	61,847
Minnesota	36,568	99.4	211	0.6	36,779
Mississippi	8,823	98.7	115	1.3	8,938
Missouri	12,821	27.4	33,928	72.6	46,749
Montana	4,124	100.0	0	0.0	4,124
Nebraska	6,749	89.8	763	10.2	7,512
Nevada	2,365	100.0	0	0.0	2,365
New Hampshire	2,723	34.3	5,215	65.7	7,938
New Jersey	14,290	48.7	15,052	51.3	29,342
New Mexico	17,129	99.8	28	0.2	17,157
New York	51,007	21.7	183,708	78.3	234,715
North Carolina	31,387	53.8	26,967	46.2	58,354
North Dakota	3,064	100.0	0	0.0	3,064
Ohio	32,297	56.2	25,116	43.8	57,413
Oklahoma	9,205	98.9	104	1.1	9,309
Oregon	24,676	97.0	759	3.0	25,435
Pennsylvania	36,907	35.5	67,009	64.5	103,916
Rhode Island	5,292	41.3	7,527	58.7	12,819
South Carolina	8,148	98.8	98	1.2	8,246
South Dakota	2,199	98.6	32	1.4	2,231
Tennessee	14,624	49.0	15,237	51.0	29,861
Texas	80,389	75.6	25,870	24.4	106,259
Utah	28,806	96.7	971	3.3	29,777
Vermont	6,147	100.0	0	0.0	6,147
Virginia	26,303	99.6	115	0.4	26,418
Washington	62,034	100.0	25	0.0	62,059
West Virginia	4,312	100.0	0	0.0	4,312
Wisconsin	52,992	93.0	4,018	7.0	57,010
Wyoming	3,578	100.0	—	—	3,578
Total United States	$1,211,505		$873,781		$2,085,286

Sources: Adapted from National Science Foundation, "Detailed Statistical Table, Appendix A," *Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1974* (Washington, D.C.: U.S. Government Printing Office, n.d.), Tables B-21 and B-22. Data do not include funds for federally funded research and development centers.

Figure A-13. Rankings of Graduate Departments, 1969

Public			Private			Total		
Rank	*State*	*Number of departments ranked over 3.0 by quality of graduate faculty*	*Rank*	*State*	*Number of departments ranked over 3.0 by quality of graduate faculty*	*Rank*	*State*	*Number of departments ranked over 3.0 by quality of graduate faculty*
1	California	84	1	New York	98	1	California	132
2	Michigan	46	2	Massachusetts	64	2	New York	101
3	Indiana	35	3	California	48	3	Illinois	75
4	Wisconsin	30	4	Illinois	47	4	Massachusetts	66
5	Illinois	28	5	Pennsylvania	32	5	Michigan	46
6	Minnesota	25	6	Connecticut	30	6	Pennsylvania	42
7	Texas	23	7	New Jersey	28	7	Indiana	36
8	Washington	22	8	Maryland	23	8	Connecticut	30
9	North Carolina	13	9	Rhode Island	18	8	New Jersey	30
10	Iowa	10	10	North Carolina	13	8	Wisconsin	30
10	Pennsylvania	10	11	Ohio	10	11	Texas	27
12	Oregon	9	12	Missouri	9	12	North Carolina	26
13	Ohio	8	13	Texas	4	13	Maryland	25
14	Colorado	4	14	Tennessee	2	13	Minnesota	25
14	Florida	4	15	Georgia	1	15	Washington	22
14	Kansas	4	15	Indiana	1	16	Ohio	18
14	Virginia	4		Total	428	16	Rhode Island	18
18	New York	3				18	Iowa	10
19	Arizona	2				19	Missouri	9
19	Maryland	2				19	Oregon	9
19	Massachusetts	2				21	Colorado	4
19	New Jersey	2				21	Florida	4
19	Utah	2				21	Virginia	4
24	Delaware	1				25	Arizona	2
24	Georgia	1				25	Georgia	2
						25	Tennessee	2
	Total	374				25	Utah	2
						29	Delaware	1
							Total	802

Source: K. D. Roose and C. J. Andersen, *A Rating of Graduate Programs* (Washington, D.C.: American Council on Education, 1970).

Figure A-14. Changes in Percentage Points from 1967-68 to 1973-74 in State Expenditures[a] for Higher Education as a Percentage of State Personal Income

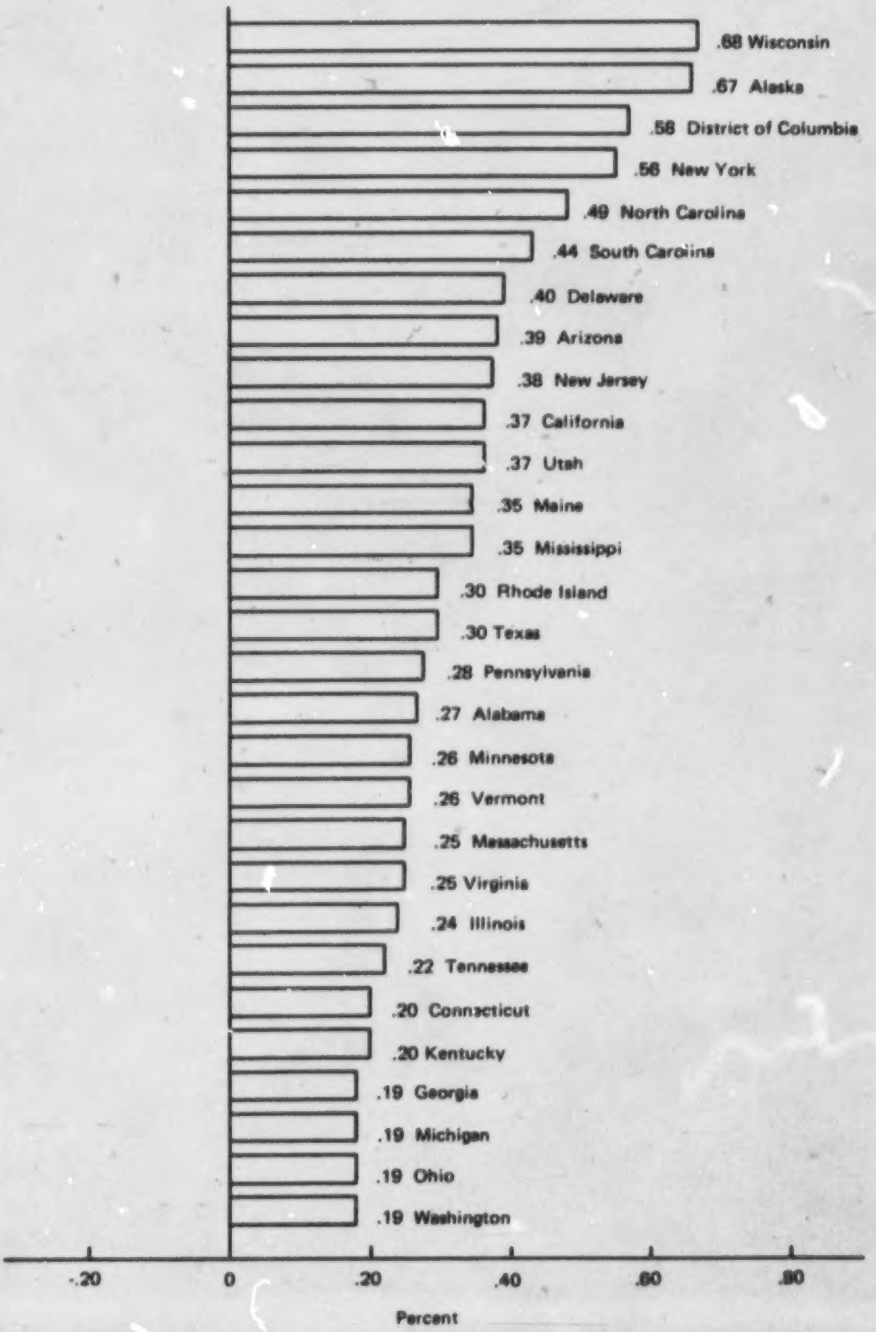
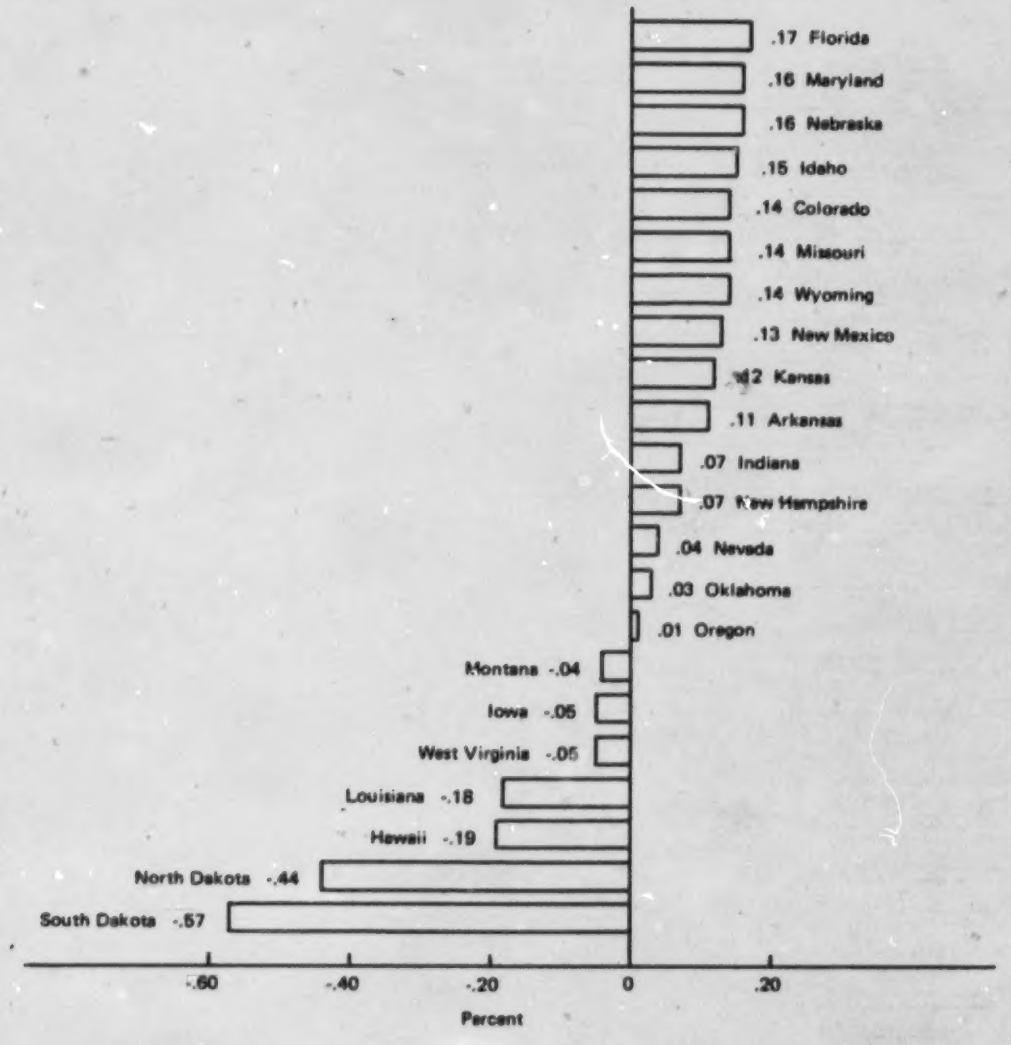


Figure A-14. Changes in Percentage Points from 1967-68 to 1973-74 in State Expenditures[a] for Higher Education as a Percentage of State Personal Income (Continued)



[a]Includes revenue from state and local sources and state appropriations for undergraduate scholarship programs.

Sources: Revenue from state and local sources from U.S. National Center for Education Statistics, prepublication tables; state personal income from *Survey of Current Business*, August 1975; data for 1967-68 from Carnegie Commission on Higher Education, *The Capitol and the Campus: State Responsibility for Postsecondary Education* (New York: McGraw-Hill, 1971).

Figure A-15. Percentage Changes in Expenditures per FTE Student from State and Local Sources in Public Institutions of Higher Education 1967-68 to 1973-74 (in Constant 1967 Dollars)

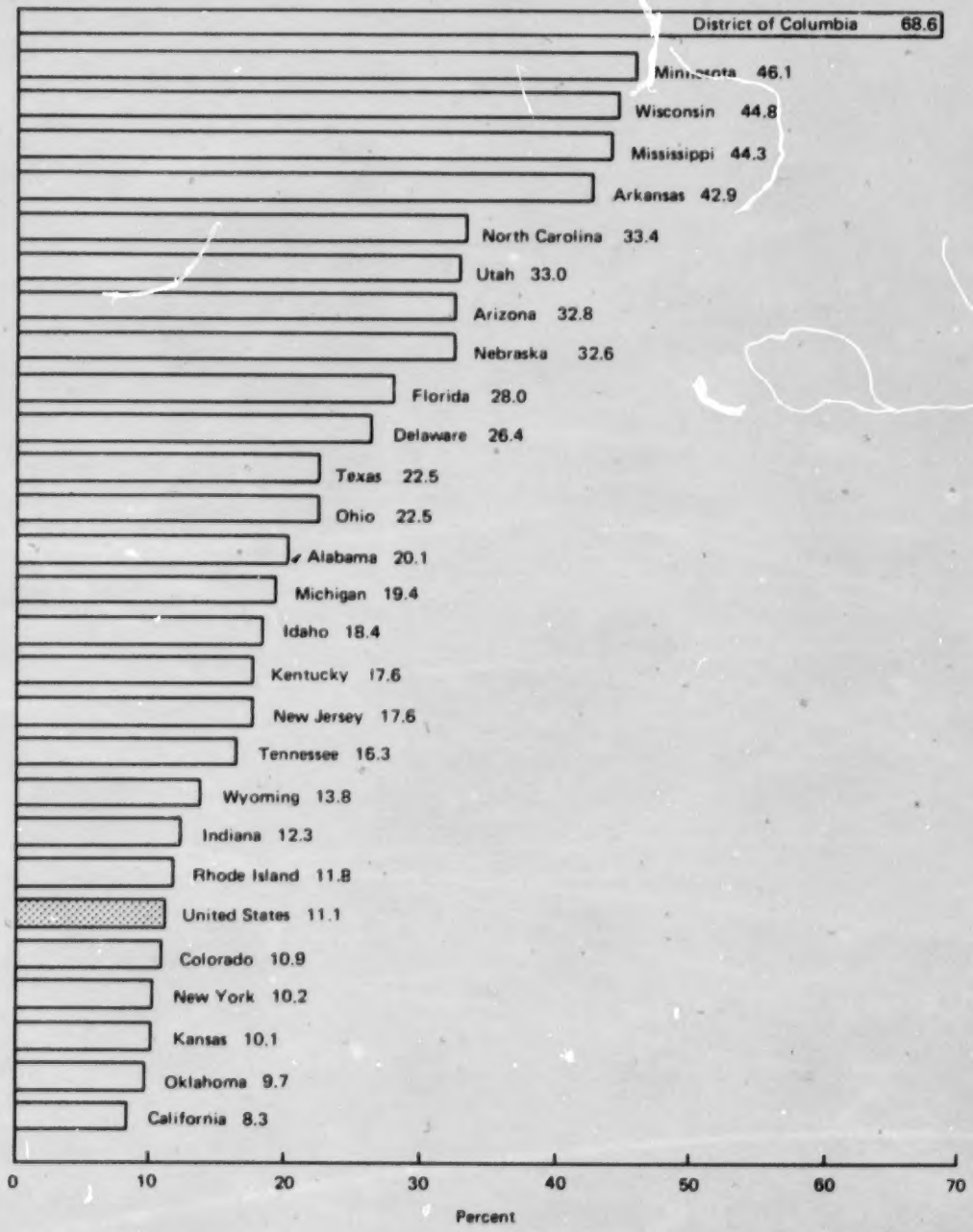
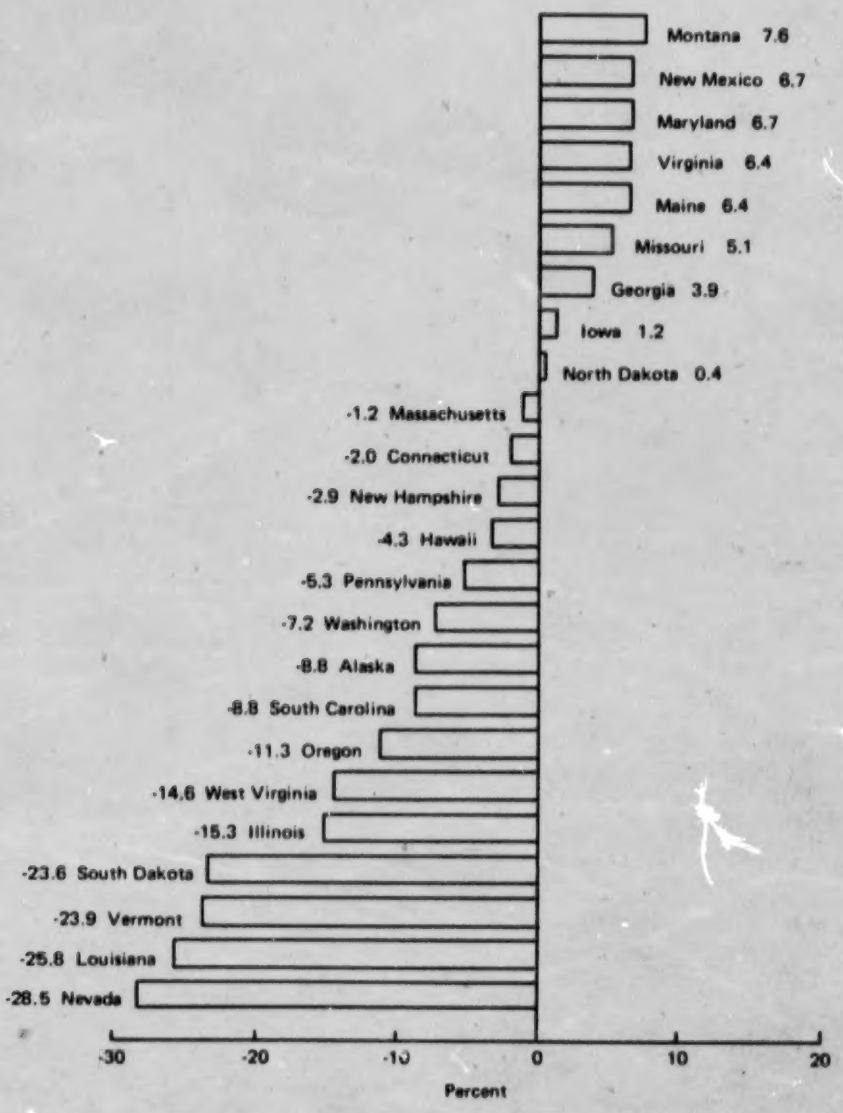


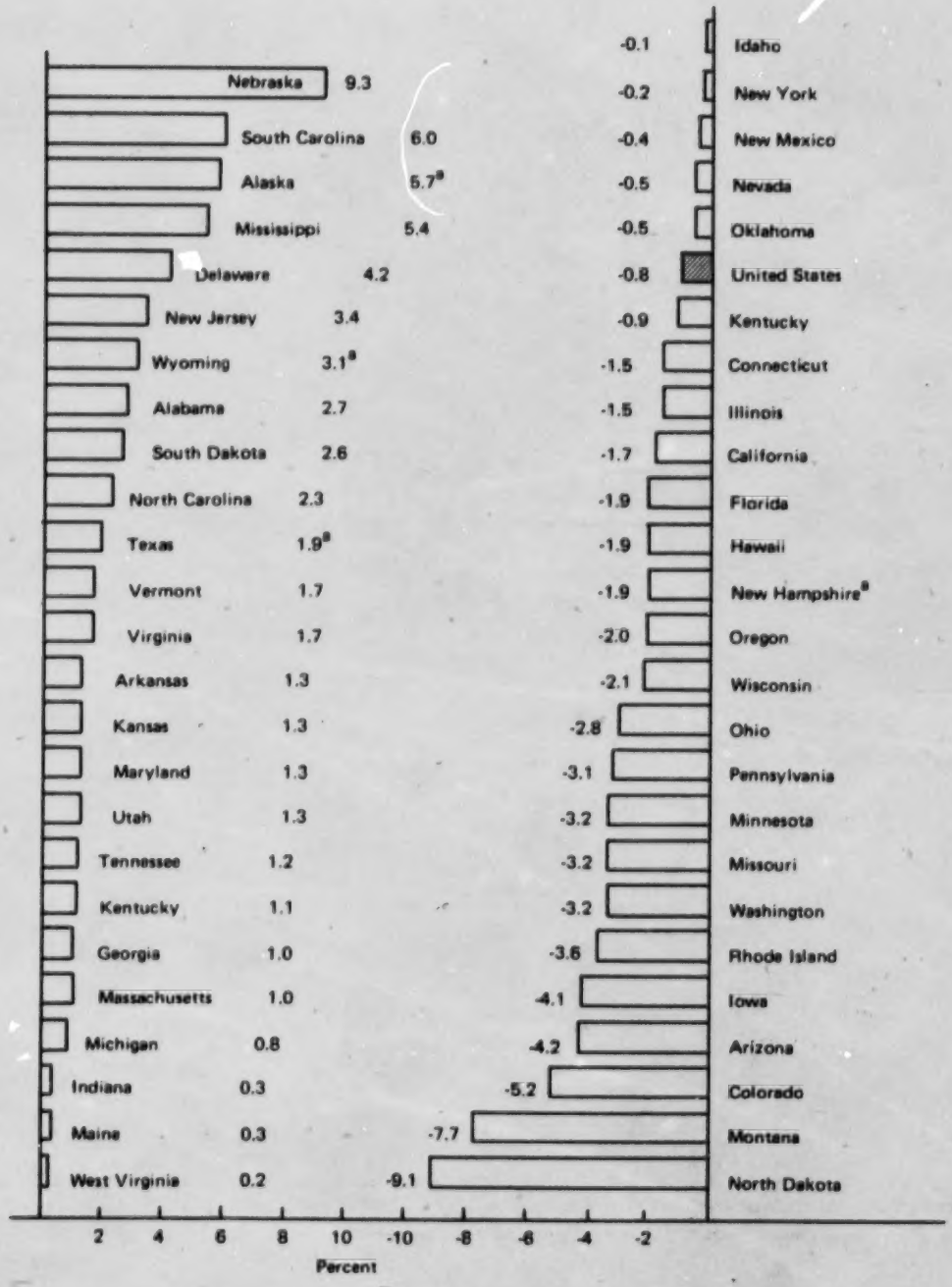
Figure A-15. Percentage Changes in Expenditures per FTE Student from State and Local Sources in Public Institutions of Higher Education 1967-68 to 1973-74 (in Constant 1967 Dollars) (Continued)



Note: Postbaccalaureate students in universities are weighted 3 to 1 and postbaccalaureate students in four-year colleges are weighted 2 to 1, in comparison with undergraduates, in computing FTE enrollment.

Source: Adapted from U.S. National Center for Education Statistics data.

Figure A-16. Change in Percentage Points in State Appropriations for Higher Education as a Percentage of State General Revenue, 1969-70 to 1974-75



[a]Estimated from U.S. National Center for Education Statistics and U.S. Bureau of the Census data.

Source: Data provided by Lyman Glenny and associates, Center for Research and Development in Higher Education, University of California, Berkeley, except for Alaska, New Hampshire, Texas, and Wyoming.

Figure A-17. Changes in Expenditures per Full-Time-Equivalent Student from State and Local Funds, for Public Research University Campuses and All Other Public Institutions of Higher Education, 36 States, 1959-60 to 1974-75 (in Constant 1967 Dollars)

Groups of states (in order of relative lag in research university expenditures)	*Expenditures per weighted[a] FTE*		*Percentage change*	*Relative change for research universities (difference in percentage points)*
	1959-60	*1974-75*		
All research universities	$1,053	$1,222	16.1%	-12.6
Research universities I	1,032	1,259	22.0	- 6.7
Research universities II	1,078	1,179	9.4	-19.3
All other public institutions	707	910	28.7	
Group I				
Research universities	1,159	1,182	2.0	-104.2
Other public institutions	483	996	106.2	
Group II				
Research universities	1,167	1,404	20.3	-62.5
Other public institutions	505	923	82.8	
Group III				
Research universities	1,068	1,178	10.3	-39.4
Other public institutions	539	807	49.7	
Group IV				
Research universities	1,100	1,095	-0.4	- 0.4
Other public institutions	895	895	0.0	
Group V				
Research universities	892	1,188	33.2	15.1
Other public institutions	772	912	18.1	
Group VI				
Research universities	855	1,305	52.6	69.4
Other public institutions	1,115	928	-16.8	

Note: Group I includes Kansas, Kentucky, Michigan, Tennessee, West Virginia, and Wisconsin; Group II includes Colorado, Florida, Missouri, New Jersey, North Carolina, and Washington; Group III includes Alabama, California, Indiana, Minnesota, Ohio, and Oregon; Group IV includes Illinois, Louisiana, Nebraska, Oklahoma, Texas, and Virginia; Group V includes Arizona, Arkansas, Massachusetts, Mississippi, Pennsylvania, and Utah; and Group VI includes Connecticut, Georgia, Hawaii, Iowa, and Maryland (only five states).

Although New York includes one public research university campus—SUNY, Buffalo—it is omitted from this analysis, because the earliest year for which SUNY, Buffalo, formerly a private institution, could provide relevant data was 1963-64. Certain other research university campuses, such as Temple University and the University of Pittsburgh, were not included in the analysis for similar reasons.

[a]Postbaccalaureate students in doctoral-granting institutions are weighted 3 to 1 and in other four-year institutions, 2 to 1, as compared with undergraduates.

Sources: Carnegie Council Survey of Research Universities, 1976; U.S. National Center for Education Statistics data; and data on state appropriations provided by Lyman Glenny and associates, Center for Research and Development in Higher Education, University of California, Berkeley. The Council is most grateful for the cooperation of research university campuses in providing the requested information.

Figure A-18. Average Tuition and Required Fees in Public Institutions of Higher Education, by Type of Institution and State

State	*Average tuition in all public institutions 1973-74*	*1973-74 universities*	*Comprehensive universities and colleges 1973-74*	*Two-year colleges, 1972-73*
United States	$ 434	$ 376	$459	$252
Vermont	1,000	1,082	810	860
Pennsylvania	832	958	768	624
New Hampshire	829	984	722	286
Ohio	738	789	672	546
Indiana	657	660	629	365
Rhode Island	598	761	490	300
Minnesota	574	682	521	373
South Dakota	564	556	579	—
Iowa	547	610	600	410
Maine	534	550	417	340
Michigan	529	688	528	337
Virginia	528	589	695	233
Maryland	526	698	564	305
New Jersey	525	585	605	367
South Carolina	520	605	560	318
Kentucky	500	715	424	367
Nebraska	500	535	538	254
Connecticut	487	715	519	229
Delaware	481	525	345	390
Montana	459	479	428	185
New York	459			
	SUNY 661	SUNY Lower Div 750 Upper Div 900	SUNY 762	SUNY 533
	CUNY 87		CUNY 138	CUNY 0
Alaska	445	472	—	200
Wisconsin	445	Lower Div 573 Upper Div 628	555	112
Illinois	443	618	561	232
Nevada	443	519	532	300
New Mexico	437	461	375	355
Kansas	433	504	474	220
Utah	430	467	395	330
Oregon	428	519	523	301
Colorado	424	527	399	232
North Dakota	420	446	407	350
Alabama	409	518	455	203
Georgia	405	506	414	281
Florida	404	570	570	244
Missouri	399	560	333	241
Washington	398	564	495	244
Massachusetts	395	520	363	337
Arkansas	389	400	404	187
Oklahoma	373	447	355	252
Wyoming	362	430	—	252
Mississippi	358	500	418	181
Tennessee	346	374	369	188
Idaho	339	380	325	298
North Carolina	339	457	464	120
Louisiana	303	320	308	121
West Virginia	290	310	284	253
Arizona	242	366	330	48

Figure A-18. Average Tuition and Required Fees in Public Institutions of Higher Education, by Type of Institution and State (Continued)

State	*Average tuition in all public institutions 1973-74*	*1973-74 universities*	*Comprehensive universities and colleges 1973-74*	*Two-year colleges, 1972-73*
Texas	$ 239	$ 299	267	145
Hawaii	160	223	228	50
California	133	637	160	2
District of Columbia	115	--	132	90

[a]Average tuition computed by weighting average tuition in universities, comprehensive universities and colleges, and two-year colleges by full-time equivalent enrollment in each segment.

Source: Carnegie Council on Higher Education, *Low or No Tuition: The Feasibility of a National Policy for the First Two Years of College* (San Francisco: Jossey-Bass, 1975).

Figure A-19. Tuition in Public Institutions as a Percentage of State and Local Expenditures per Student, by State, 1973-74

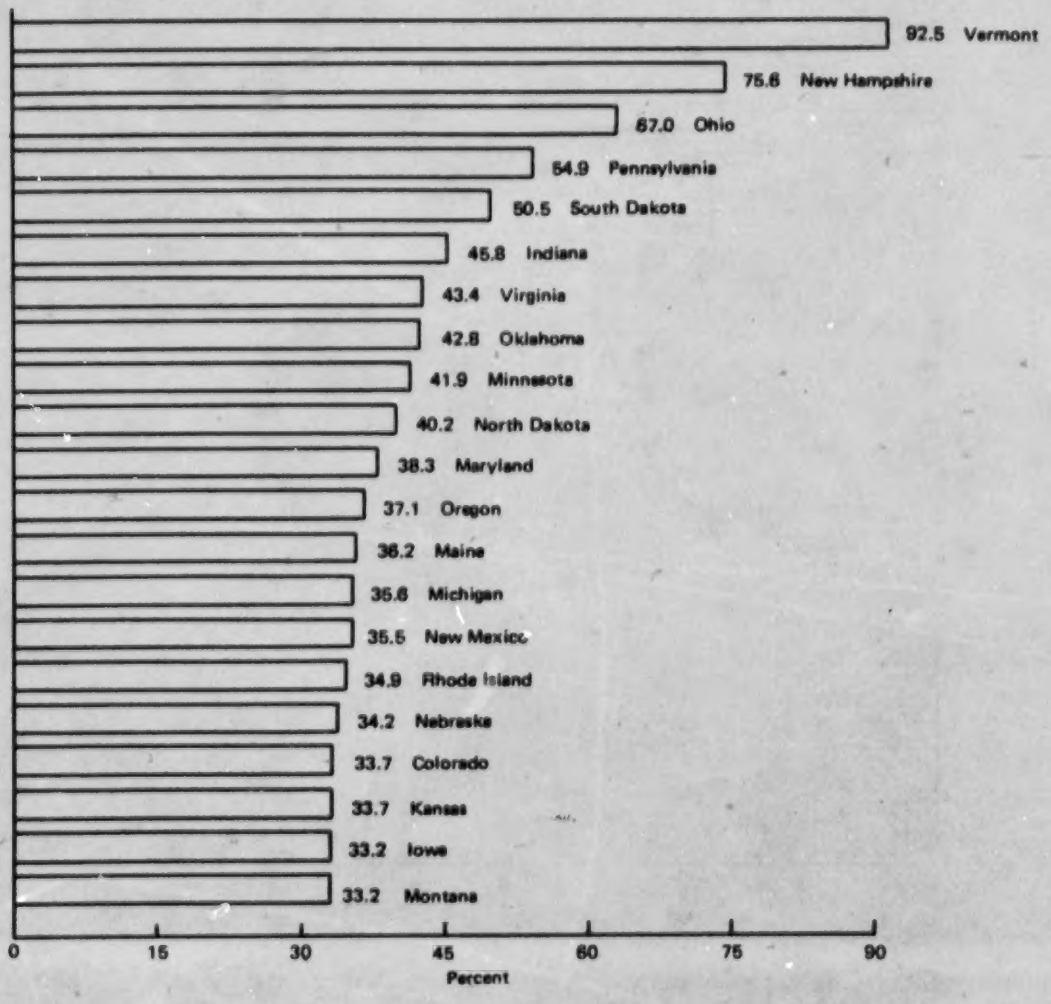
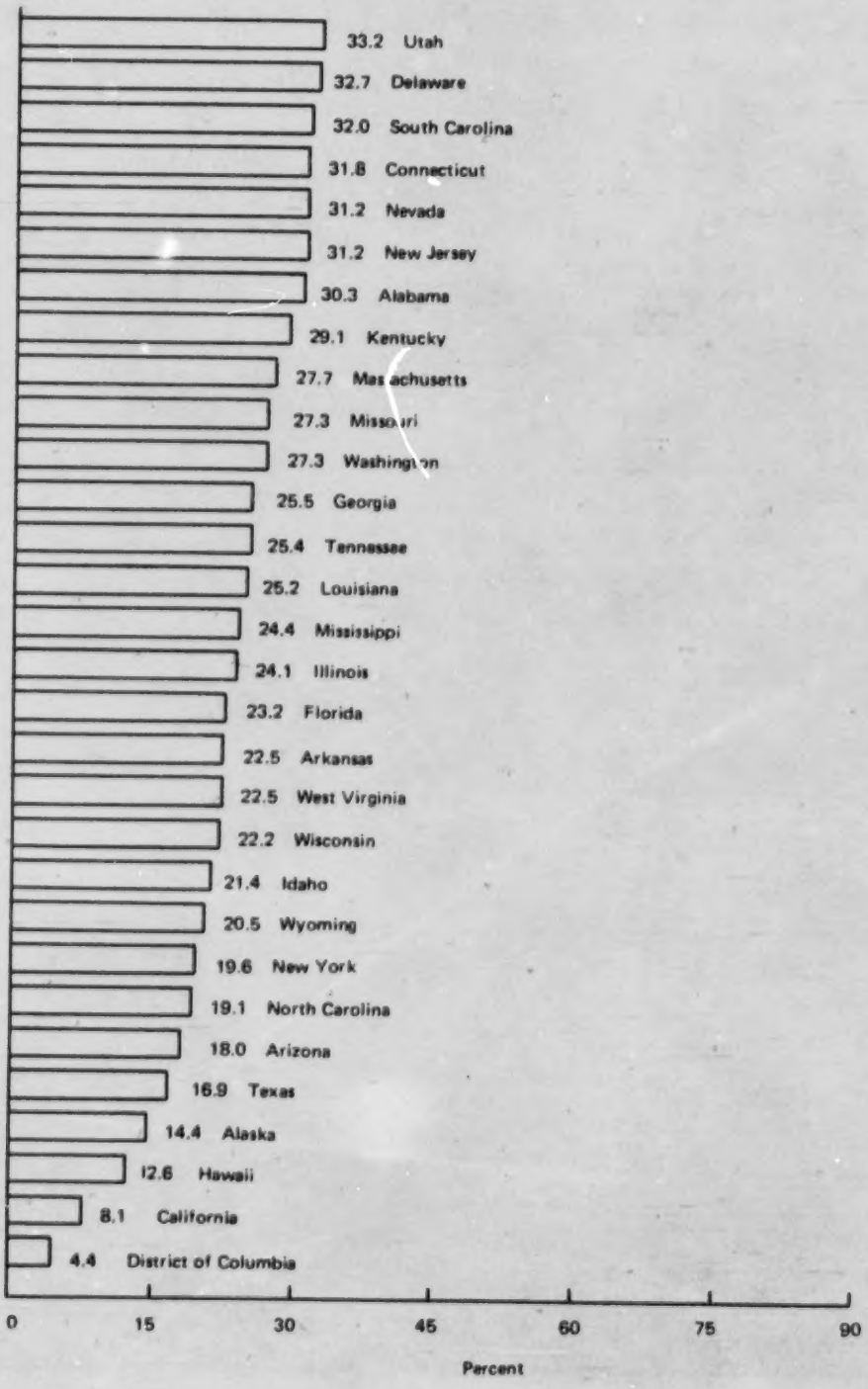
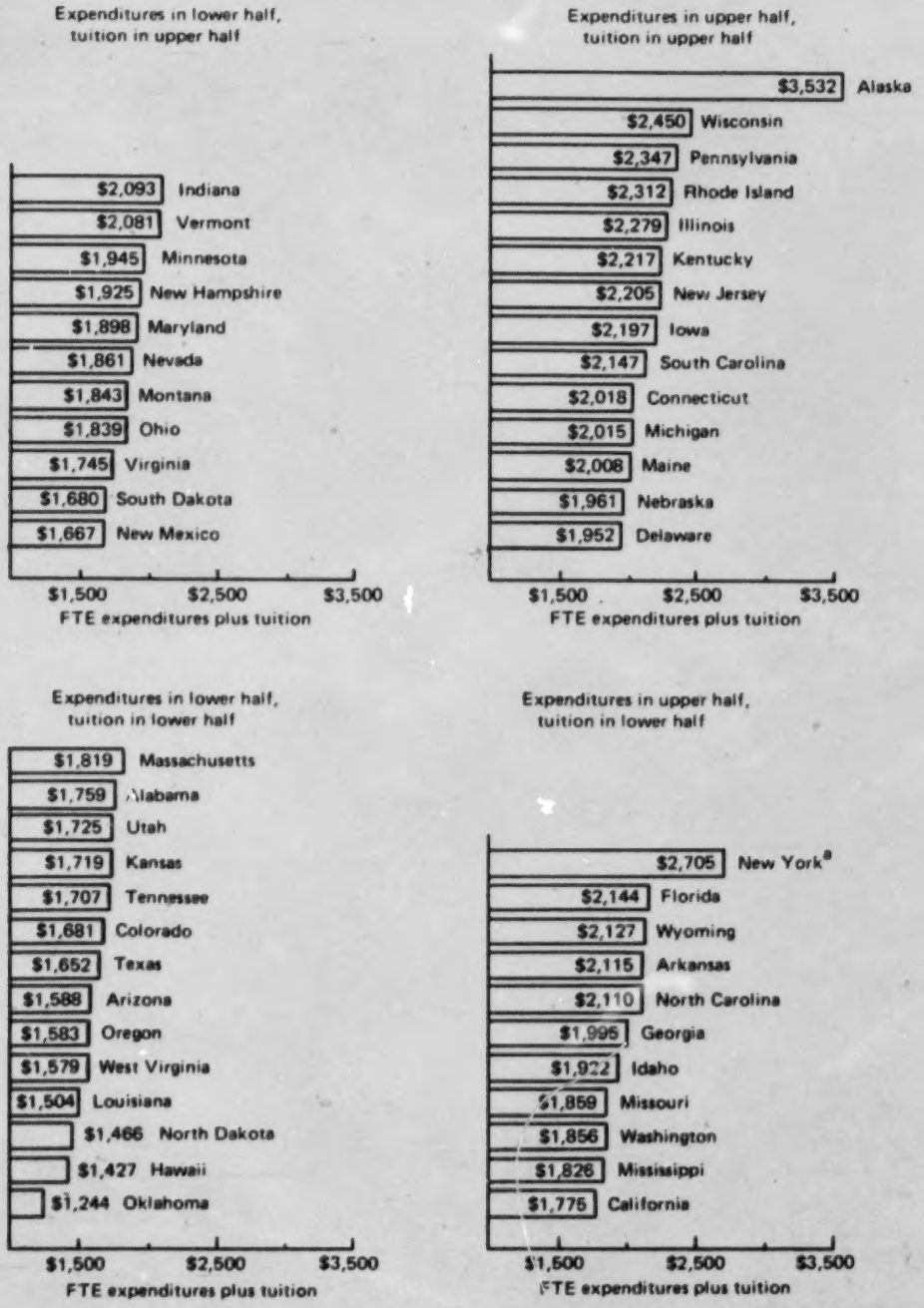


Figure A-19. Tuition in Public Institutions as a Percentage of State and Local Expenditures per Student, by State, 1973-74 (Continued)



Sources: Figures 23 and 26, *The States and Higher Education.*

Figure A-20. Relationship Between Relative Expenditures per Full-Time-Equivalent Student from State and Local Sources and Relative Tuition and Required Fees, by State, 1973-74 (States Ranked by FTE Expenditures plus Tuition)



[a]For purposes of this computation, tuition in SUNY and CUNY was averaged on the basis of relative FTE enrollment in each system.

Sources: Average tuition and required fees from Figure 26; expenditures per full-time-equivalent student from Figure 23, *The States and Higher Education.*

Figure A-21. Expenditures per Weighted Full-Time-Equivalent Student from State Funds in Public Research Universities and Public Comprehensive Universities and Colleges, Compared with Selected Explanatory Variables, by Quintiles of Expenditures per FTE in Current Dollars

Quintile	*Average expenditures per FTE*[a]	*Average expenditures per FTE*[a] *plus tuition*	*Average of median faculty salaries*	*Average student-faculty ratio*[b]	*Average faculty cost per FTE student*	*Percent with medical school on campus*	*Percent that are land-grant institutions*
Research university campuses, 1974-75							
First quintile	$2,841	$3,416	$17,220	14.5	$1,190	64	64
Second quintile	2,192	2,780	16,990	16.0	1,060	45	64
Third quintile	1,856	2,497	17,020	14.6	1,170	73	82
Fourth quintile	1,594	2,215	16,100	17.3	930	45	55
Fifth quintile	1,103	1,700	16,190	19.4	830	18	45
Comprehensive universities and colleges, 1973-74							
First quintile	1,758	2,267	14,050	19.9	706	(Not	(Not
Second quintile	1,586	2,038	13,100	20.0	655	relevant)	relevant)
Third quintile	1,347	1,835	11,350	20.4	556		
Fourth quintile	1,190	1,628	12,910	20.4	633		
Fifth quintile	1,007	1,517	12,120	22.9	529		

[a]Postbaccalaureate students in research universities are weighted 3 to 1 and in comprehensive universities and colleges, 2 to 1, as compared with undergraduates.

[b]FTE students divided by FTE faculty.

Sources: Adapted from Carnegie Council Survey of Research Universities, 1976, U.S. National Center for Education Statistics data, and data from American Association of University Professors, "Two Steps Backward: Report on the Economic Status of the Profession, 1974-75," *AAUP Bulletin*, 1975, *61* (2), 118-199.

Figure A-22. Affiliation of Members of the National Academy of Sciences, 1975

State	*Number of members in public institutions of higher education*	*Rank*	*Number of members in private institutions of higher education*	*Rank*	*Total in state*	*Rank (all)*
California	143	1	97	3	240	1
Massachusetts	3	17	168	1	171	2
New York	7	11	118	2	125	3
Illinois	24	3	53	4	77	4
Connecticut	3	17	30	5	33	5
Wisconsin	31	2	1	16	32	6
Pennsylvania	6	13	23	6	29	7
Texas	13	5	8	9	21	8
New Jersey	0	—	19	7	19	9
North Carolina	11	7	6	11	17	10
Maryland	1	23	13	8	14	11
Michigan	14	4	0	—	14	11
Arizona	12	6	0	—	12	13
Colorado	9	8	1	16	10	14
Indiana	8	10	1	16	9	15
Minnesota	9	8	0	—	9	15
Missouri	1	23	7	10	8	17
Washington	7	11	1	16	8	17
Florida	4	15	1	16	5	19
Iowa	5	14	0	—	5	19

Figure A-22. Affiliation of Members of the National Academy of Sciences, 1975 (Continued)

State	Number of members in public institutions of higher education	Rank	Number of members in private institutions of higher education	Rank	Total in state	Rank (all)
Utah	4	15	1	16	5	19
Ohio	1	23	3	13	4	22
Rhode Island	0	--	4	12	4	22
Virginia	3	17	1	16	4	22
Georgia	3	17	0	--	3	25
Nevada	3	17	0	--	3	25
Oregon	3	17	0	--	3	25
New Hampshire	0	--	2	14	2	28
Tennessee	0	--	2	14	2	28
Delaware	1	23	0	--	1	30
Kansas	1	23	0	--	1	30
South Carolina	1	23	0	--	1	30
Total	331		560		891	

Source: National Academy of Sciences, *Membership July 1, 1975* (Washington, D.C., n.d.).

Figure A-23. Guggenheim Fellowship Awards and Renewals, 1964-1975

State	Number of awards in public institutions	Rank	Number of awards in private institutions	Rank	Total number of awards	Rank (all)
California	521	1	151	3	672	1
New York	134	2	425	1	559	2
Massachusetts	21	16	329	2	350	3
Illinois	94	3	128	5	222	4
Pennsylvania	44	7	136	4	180	5
Connecticut	7	21	124	6	131	6
New Jersey	20	17	81	7	101	7
Michigan	78	4	3	18	81	8
Wisconsin	76	5	3	18	79	9
Indiana	69	6	2	21	71	10
Texas	40	9	17	12	57	11
Maryland	19	18	35	9	54	12
North Carolina	28	11	24	10	52	13
Ohio	25	13	24	10	49	14
Rhode Island	2	31	43	8	45	15
Washington	44	7	0	--	44	16
Minnesota	35	10	3	18	38	17
Oregon	26	12	2	21	28	18
Iowa	25	13	2	21	27	19
Virginia	25	13	2	21	27	19
Missouri	2	31	16	13	18	21
New Hampshire	5	26	13	14	18	21
Kansas	12	19	0	--	12	23
Georgia	7	21	4	17	11	24
Arizona	8	20	0	--	8	25
Florida	7	21	1	26	8	25
Tennessee	2	31	6	15	8	25
Colorado	6	25	1	26	7	28
New Mexico	7	21	0	--	7	28
Vermont	0	--	6	15	6	30
Delaware	5	26	0	--	5	31
Hawaii	5	26	0	--	5	31

Figure A-23. Guggenheim Fellowship Awards and Renewals, 1964-1975 (Continued)

State	Number of awards in public institutions	Rank	Number of awards in private institutions	Rank	Total number of awards	Rank (all)
Louisiana	3	29	2	21	5	31
Kentucky	2	31	1	26	3	34
Maine	2	31	1	26	3	34
South Carolina	3	29	0	--	3	34
Alabama	2	31	0	--	2	37
Arkansas	2	31	0	--	2	37
North Dakota	2	31	0	--	2	37
Oklahoma	2	31	0	--	2	37
Utah	2	31	0	--	2	37
Montana	1	41	0	--	1	42
Nebraska	1	41	0	--	1	42
Nevada	1	41	0	--	1	42
Total United States	1,422		1,585		3,007	

Source: John Simon Guggenheim Memorial Foundation, *Reports of the President and the Treasurer* (New York, 1964 through 1975).

Figure A-24. Diversity in the Private Sector

	Public		Private		Total	
	Number	Percent	Number	Percent	Number	Percent
Institutions attended predominantly by black students, 1973	50	43.9	64	56.1	114	100
Men's colleges, 1973	9	7.1	118	92.9	127	100
Women's colleges, 1973	2	1.4	140	98.6	142	100
Institutions with religious affiliation, 1973						
Protestant	--	--	493	--	--	--
Catholic	--	--	250	--	--	--
Other	--	--	35	--	--	--
Small colleges, 1974						
Enrollment less than 500	69	17.5	326	82.5	395	100
Enrollment between 500 and 1,000	177	35.8	317	64.2	494	100

Sources: For men's and women's colleges and colleges with religious affiliation, U.S. National Center for Education Statistics, *Digest of Educational Statistics* (Washington, D.C.: U.S. Government Printing Office, 1975), Table 109; for black colleges, ibid., Table 97; for small colleges, U.S. National Center for Education Statistics data.

Figure A-25. Average Public Tuition as a Percent of Average Private Tuition and Average Tuition in Private Institutions Minus Average Tuition in Public Institutions, by State and Type of Institution, 1974-75 (Four-Year Institutions Only)

State	*Public tuition as a percent of average private tuition*		*Average tuition in private institutions minus average tuition in public institutions*	
	Universities and highly selective colleges	*Comprehensive institutions and less selective colleges*	*Universities and highly selective liberal arts colleges*	*Comprehensive institutions and less selective colleges*
United States	22%	25%	$2,090	$1,400
Alabama	--	36	--	840
Alaska	--	16	--	1,810
Arizona	--	31	--	740
Arkansas	--	42	--	580
California	22	10	2,230	1,710
Colorado	20	24	2,250	1,420
Connecticut	23	26	--	1,520
Delaware	--	20	--	1,510
Florida	22	32	2,080	1,240
Georgia	21	31	2,010	1,120
Hawaii	--	22	--	980
Idaho	--	18	--	1,540
Illinois	25	28	1,910	1,420
Indiana	28	26	1,850	1,150
Iowa	22	31	2,160	1,340
Kansas	--	32	--	1,090
Kentucky	54	30	560	990
Louisiana	12	24	2,280	970
Maine	18	20	2,570	1,820
Maryland	28	34	1,850	1,170
Massachusetts	19	17	2,400	1,810
Michigan	32	30	1,500	1,250
Minnesota	29	28	1,760	1,330
Mississippi	--	34	--	840
Missouri	23	19	1,960	1,390
Montana	--	31	--	1,020
Nebraska	--	30	--	1,220
Nevada	--	35	--	970
New Hampshire	28	32	2,590	1,580
New Jersey	23	33	1,960	1,280
New Mexico	--	37	--	670
New York	26	21	2,090	1,720
North Carolina	18	30	2,110	1,090
North Dakota	--	34	--	810
Ohio	29	34	1,930	1,330
Oklahoma	35	32	850	790
Oregon	20	34	2,150	1,130
Pennsylvania	38	42	1,650	1,130
Rhode Island	23	25	2,700	1,510
South Carolina	29	31	1,490	1,160
South Dakota	--	34	--	1,130
Tennessee	16	28	2,090	990
Texas	14	19	1,820	1,120
Utah	73	29	170	1,060
Vermont	30	33	2,570	1,460
Virginia	24	41	2,108	1,014
Washington	23	27	1,916	1,341
West Virginia	--	14	--	1,653

Figure A-25. Average Public Tuition as a Percent of Average Private Tuition and Average Tuition in Private Institutions Minus Average Tuition in Public Institutions, by State and Type of Institution, 1974-75 (Four-Year Institutions Only) (Continued)

State	*Public tuition as a percent of average private tuition*		*Average tuition in private institutions minus average tuition in public institutions*	
	Universities and highly selective colleges	*Comprehensive institutions and less selective colleges*	*Universities and highly selective liberal arts colleges*	*Comprehensive institutions and less selective colleges*
Wisconsin	21%	35%	$2,119	$1,085
Wyoming	--	--	--	--

Note: Data for public institutions relate to tuition and required fees, state residents. Differentials are based on average institutional tuitions by state. U.S. figure is weighted by number of institutions. Dashes indicate that comparable institutions do not exist in the category for comparative purposes.

Source: Prepared by the staff of the Carnegie Council. See Figure A-26 for actual average tuition charges.

Figure A-26. Average Undergraduate Tuition and Fees in Public and Private Four-Year Institutions, by State and Type of Institution, 1974-75

State	*Universities and highly selective liberal arts colleges*		*Comprehensive institutions and less selective liberal arts colleges*	
	Public	*Private*	*Public*	*Private*
United States	$589	$2,682	$474	$1,873
Alabama	572	--	473	1,316
Alaska	472	--	340	2,150
Arizona	391	--	336	1,080
Arkansas	400	--	415	995
California	644	2,869	180	1,891
Colorado	572	2,825	440	1,855
Connecticut	715	3,075	545	2,062
Delaware	625	--	386	1,900
Florida	585	2,660	576	1,816
Georgia	520	2,525	492	1,612
Hawaii	350	--	279	1,259
Idaho	380	--	335	1,878
Illinois	621	2,527	544	1,959
Indiana	731	2,583	653	1,804
Iowa	610	2,765	600	1,937
Kansas	504	--	500	1,587
Kentucky	665	1,222	428	1,413
Louisiana	320	2,600	314	1,282
Maine	575	3,147	467	2,284
Maryland	708	2,554	589	1,757
Massachusetts	550	2,950	378	2,183
Michigan	711	2,207	543	1,793
Minnesota	714	2,474	526	1,852
Mississippi	505	--	436	1,271
Missouri	601	2,558	328	1,715
Montana	520	--	464	1,484
Nebraska	555	--	530	1,749
Nevada	524	--	532	1,500
New Hampshire	982	3,570	728	2,307

Figure A-26. Average Undergraduate Tuition and Fees in Public and Private Four-Year Institutions, by State and Type of Institution, 1974-75 (Continued)

State	*Universities and highly selective liberal arts colleges*		*Comprehensive institutions and less selective liberal arts colleges*	
	Public	*Private*	*Public*	*Private*
New Jersey	$ 585	$2,549	$625	$1,903
New Mexico	465	--	384	1,049
New York	719	2,811	465	2,187
North Carolina	471	2,577	460	1,553
North Dakota	451	--	421	1,229
Ohio	774	2,704	683	2,009
Oklahoma	455	1,300	382	1,176
Oregon	551	2,704	573	1,700
Pennsylvania	1,011	2,662	824	1,950
Rhode Island	797	3,500	511	2,017
South Carolina	613	2,099	515	1,679
South Dakota	586	--	573	1,702
Tennessee	396	2,481	389	1,376
Texas	297	2,088	264	1,387
Utah	467	640	408	1,464
Vermont	1,088	3,660	725	2,186
Virginia	670	2,778	714	1,728
Washington	564	2,480	499	1,840
West Virginia	310	--	259	1,912
Wisconsin	573	2,692	575	1,660
Wyoming	430	--	--	--

Note: Data for public institutions relate to tuition and required fees, state residents. Figures by state are institutional averages. U.S. figure is weighted by number of institutions per state. Dashes indicate that comparable institutions do not exist in the category for comparative purposes.

Source: U.S. National Center for Education Statistics, *Education Directory, 1974-75, Higher Education* (Washington, D.C.: U.S. Government Printing Office, 1975).

Figure A-27. State Aid for Private Institutions, by State and Type of Payment 1974-75 (in Thousands of Dollars)

State	*Student financial aid*[a]	*General support grants*[b]	*Funds for specific programs or purposes*[c]	*Total state aid for private institutions*
Alabama	$ 0	$ 1,510	$ 0	$ 1,510
Alaska	758	0	188	946
Arizona	0	0	0	0
Arkansas	0	0	0	0
California	33,109	0	3,139	36,248
Colorado	0	0	0	0
Connecticut	3,820	594	165	4,579
Delaware	28[d]	0	0	28
Florida	1,433	0	4,124	5,557
Georgia	4,689[d]	0	0	4,689
Hawaii	0	0	0	0
Idaho	12	0	0	12
Illinois	36,173	6,000	9,187	51,360
Indiana	6,586	0	0	6,586
Iowa	6,312	0	400	6,712
Kansas	2,580	0	0	2,580
Kentucky	241	0	0	241

Figure A-27. State Aid for Private Institutions, by State and Type of Payment 1974-75 (in Thousands of Dollars) (Continued)

State	Student financial aid[a]	General support grants[b]	Funds for specific programs or purposes[c]	Total state aid for private institutions
Louisiana	$ 0	$ 0	$ 505	$ 505
Maine	356	0	0	356
Maryland	307	2,996	0	3,303
Massachusetts	8,468	0	0	8,468
Michigan	12,521	1,960	540	15,021
Minnesota	4,518	1,476	928	6,922
Mississippi	0	0	0	0
Missouri	2,964	0	0	2,964
Montana	0	0	0	0
Nebraska	0	0	0	0
Nevada	0	0	0	0
New Hampshire	0	0	25	25
New Jersey	9,062	9,090	630	18,782
New Mexico	0	0	0	0
New York	50,400	58,900	29,000	138,300
North Carolina	4,436	0	1,465	5,901
North Dakota	20	0	0	20
Ohio	8,742	0	5,323	14,065
Oklahoma	255	0	0	255
Oregon	460	1,590	0	2,050
Pennsylvania	37,873	20,946	21,418	80,237
Rhode Island	909	0	615	1,524
South Carolina	6,294	0	171	6,465
South Dakota	55	0	0	55
Tennessee	2,290	0	229	2,519
Texas	8,700	0	12,835	21,535
Utah	0	0	0	0
Vermont	924	0	0	924
Virginia	0	0	0	0
Washington	588	0	0	588
West Virginia	926	0	0	926
Wisconsin	6,080	0	3,629	9,709
Wyoming	0	0	0	0
Total United States	262,889	105,062	94,516	462,467

[a]Data include only scholarship aid allocated to students attending private institutions and thus, for this and other reasons, differ from the data in Figure 14 in *The States and Higher Education*, which include total state scholarship appropriations for 1975-76. These data also include, in addition to comprehensive undergraduate student aid programs, loans and special types of scholarships, for example, for war orphans and widows, medical and dental students, etc. Although responding agencies were asked to exclude proprietary institutions from their figures, these adjustments were not always possible. In addition, the data include appropriations to Pennsylvania's state-aided institutions for scholarships and to Connecticut and North Carolina institutions in the form of grants earmarked for student aid.

[b]Grants which are not designated for specific programs or specific purposes (see footnote c, below). This column also includes general support grants for general purpose institutions, such as Marion College in Alabama and the University of Pennsylvania.

[c]Grants which are designated for specific programs (e.g., schools of law and medicine) or for specific purposes (e.g., counseling of disadvantaged students, interinstitutional cooperation, and endowed chairs).

[d]Estimated.

Sources: Prepared from (1) direct surveys, (2) the sixth and seventh annual surveys conducted by Joseph Boyd for the National Association of State Scholarship Programs, and (3) Education Commission of the States, "The States and Higher Education," *Higher Education in the States*, 1975, *5* (1), 1-24.

Figure A-28. State Appropriations for Institutional Operations and Institutional Share of Student Financial Aid, 50-State Aggregate, by Control of Institution, 1974-75 (Funds in Thousands of Dollars)

	Public institutions	*Private institutions*	*Private as a percent of public*
State funds for institutions (exclusive of student aid)	$10,038,315[a]	$199,578[b]	2.0%
Institutional share of student aid[c]	159,817	236,600	148.0
Total state funds for institutions	$10,198,132	$436,178	4.3
Total per full-time-equivalent student[d]	$1,781	$243	13.6

[a]Preliminary data from the Center for Research and Development in Higher Education (see source note). Data include state appropriations for institutional operations and other grants-in-aid for the administrative offices of state systems, and for statewide coordinating or governing boards. They do not include fringe benefits, which would increase expenditures an estimated 8 percent.

[b]This figure is the sum of columns 2 and 3, Figure A-27.

[c]Not all student aid received by students from scholarship programs flows to institutions in the form of tuition and fees, because some of it may be used by students for subsistence payments either (1) to auxiliary enterprises of institutions, revenue of which is not included in institutional education funds, or (2) to other providers of goods and services. In estimating the amount of tuition and fees received by institutions from state scholarship funds, we included 100 percent of scholarship aid in those state programs that limited such aid to tuition and fees, and one-third of scholarship aid on those programs that covered educational costs in general. For the 50 states as a whole, our estimates indicated that 77 percent of scholarship aid was received by public institutions, and 90 percent by private institutions in the form of tuition and fee revenue. (Note: Because of the allocation procedure used, the institutional share of student aid for private institutions will not correspond with the total in column 1, Figure A-27.

[d]Enrollment on a full-time-equivalent basis is calculated as full-time plus 33 percent of part-time students.

Source: L. A. Glenny and J. H. Ruyle, *State Tax Support for Higher Education, Revenue Appropriations 1963-75* (Berkeley, Calif.: Center for Research and Development in Higher Education, University of California, forthcoming).

Figure A-29. State Aid to Private Institutions, by Type of Program, 1975-1976

State	*Aid for general purposes*	*Aid to specified institution*[a]	*Funds for specific program or purpose*[a]	*Financial aid to private college students*[b]	*Facilities construction aid*[c]	*Other types of aid*
Alabama		x				
Alaska		x O		G L		
Arizona						
Arkansas				G		
California			x M	G	B	
Colorado						
Connecticut	x		x AVU	G L	B	
Delaware				G[e]		
Florida		x M		G L		
Georgia				G		
Hawaii						
Idaho				G[e]		
Illinois	x		x MDO	G	B	
Indiana				G		x[h]
Iowa		x O		G		
Kansas				G		
Kentucky				G L		

Figure A-29. State Aid to Private Institutions, by Type of Program, 1975-1976 (Continued)

State	*Aid for general purposes*	*Aid to specified institution*[a]	*Funds for specific program or purpose*[a]	*Financial aid to private college students*[b]	*Facilities construction aid*[c]	*Other types of aid*
Louisiana	x	x M		G		
Maine				G		
Maryland	x			G L	G	
Massachusetts				G	B	
Michigan	x		x DOL	G L	B	x[h]
Minnesota	x	x M		G L	B	
Mississippi				G[f]		
Missouri				G		
Montana				G[f]		
Nebraska						
Nevada[d]						
New Hampshire		x M				
New Jersey	x		x VU	G	B	
New Mexico				L		
New York	x	x	x MDOVU	G L	B L	
North Carolina		x M	x AO	G L		
North Dakota				G		
Ohio		x MD	x U	G L	B	
Oklahoma				G L		
Oregon	x			G		
Pennsylvania	x	x	x M	G		
Rhode Island		x MU		G		
South Carolina			x U	G L[g]	B	x[i]
South Dakota				G		
Tennessee		x M		G		
Texas		x MDO		G L		
Utah						
Vermont				G		
Virginia				L		
Washington				G		
West Virginia				G		
Wisconsin		x MD		G L		
Wyoming						

Note: States in italics have no programs. An x indicates that the state has a program of this nature.

[a]Where aid is given for specific programs at specifically named institutions, it is reported under "aid to specified institution."

M = medicine
D = dentistry
O = other health-related professions
L = law
A = aid to students
V = disadvantaged students
U = unclassified or program fields other than above

[b]Two types of programs are indicated here:

G = grants
L = loans

[c]Three types of programs are shown here:

B = tax-exempt bond issuing authority

G = non-repayable grants
L = loans by a state agency

[d]Data are for 1974-75

[e]Very small program

[f]Information not available on whether private students included

[g]Not known whether program is operating

[h]Tax credits for donations to private colleges

[i]Authorization to use state purchasing facilities

Source: Prepared from questionnaires and other materials.

Figure A-30. State Aid per Student Enrolled in Private Institutions, 1974-75 (Includes Aid to Students in Private Institutions and General Institutional Support of Private Institutions; Arrayed in Descending Order of Aid)

State	*State aid per FTE (1)*	*Aid received by students attending private institutions per FTE[a] (2)*	*Institutional support per FTE[b] (column 1 minus column 2)*
Alaska	$978	$978	$ 0
Pennsylvania	402	259	143
Illinois	388	333	55
New York	377	174	203
New Jersey	363	181	182
Michigan	310	268	42
South Carolina	295	295	0
California	273	273	0
Wisconsin	236	236	0
Kansas	229	229	0
Minnesota	189	143	46
Iowa	188	188	0
Georgia	182	182	0
Oregon	160	36	124
Indiana	146	146	0
Maryland	137	13	124
Texas	128	128	0
Connecticut	108	95	13
West Virginia	106	106	0
Ohio	102	102	0
Alabama	99	0	99
North Carolina	93	93	0
Vermont	84	84	0
Missouri	66	66	0
Tennessee	61	61	0
Massachusetts	52	52	0
Rhode Island	43	43	0
Maine	41	41	0
Florida	35	35	0
Washington	28	28	0
Kentucky	15	15	0
Oklahoma	15	15	0
North Dakota	12	12	0
South Dakota	10	10	0
Delaware	9	9	0
Idaho	2	2	0
Arizona	0	0	0
Arkansas	0	0	0
Colorado	0	0	0
Hawaii	0	0	0
Louisiana	0	0	0
Mississippi	0	0	0
Montana	0	0	0
Nebraska	0	0	0
Nevada	0	0	0
New Hampshire	0	0	0
New Mexico	0	0	0
Utah	0	0	0

Figure A-30. State Aid per Student Enrolled in Private Institutions, 1974-75 (Includes Aid to Students in Private Institutions and General Institutional Support of Private Institutions; Arrayed in Descending Order of Aid) (Continued)

State	*State aid per FTE (1)*	*Aid received by students attending private institutions per FTE[a] (2)*	*Institutional support per FTE[b] (column 1 minus column 2)*
Virginia	$ 0	$ 0	$ 0
Wyoming	0	0	0

[a]Excludes loans and special types of scholarships, such as for war orphans and widows, Native Americans, nursing, and medical and dental students, etc. Although responding agencies were asked to exclude proprietary institutions from their figures, these adjustments were not always possible. Financial aid figures also include appropriations to Pennsylvania's state-aided institutions for scholarships and to Connecticut and North Carolina institutions in the form of grants earmarked for student aid.

[b]Grants which are not designated for specific programs (e.g., law, medicine, physical therapy) or for specific purposes (e.g., counseling of disadvantaged students, interinstitutional cooperation). This column also includes general-support grants for general-purpose institutions, such as Marion College in Alabama and the University of Pennsylvania.

Sources: Prepared from (1) direct surveys, (2) the sixth and seventh annual surveys conducted by Joseph Boyd of the National Association of State Scholarship Programs, and (3) Education Commission of the States, "The States and Private Higher Education," *Higher Education in the States*, 1975, 5 (1), 1-24.

B

State Funds for Innovation 1960–1975

State	*Sponsoring agency*	*Title of program*	*Amount of state funds (annual, in thousands of dollars)*	*Program now operating or defunct – years of operation*
Arizona	Board of Regents	Faculty Instructional Improvement Program	75	Operating – 1 year
California	California State University and Colleges	Fund for Innovation and Improvement in the Instructional Process	1,400	Operating – 5 years
		Mini-grant Program within FIIIP	200	Operating – 2 years
	University of California Board of Regents	Fund for the Improvement of Undergraduate Instruction	1,000	Operating – 2 years
Connecticut	Commission of Higher Education and State Board of Education	Improvement of Teacher Education	60	Operating – 7 years
	Commission on Higher Education	Contracts with Independent Colleges to foster interinstitutional cooperation	165	Operating – 2 years
Florida	Division of Community Colleges, State Department of Education	Staff and Program Development	2,100	Operating – 6 years
	Board of Regents	Service through Application of Research (STAR)	1,300	Operating – 2 years
Hawaii	Board of Regents	Curriculum Development Grants	19	Defunct – 2 years

State	Sponsoring agency	Title of program	Amount of state funds (annual, in thousands of dollars)	Program now operating or defunct – years of operation
Idaho	Idaho Research Foundation, University of Idaho	Short-term Applied Research Projects	75	Operating – 3 years
Illinois	Community College Board	Disadvantaged Students Grants	400	Operating – 2 years
		Public Service Grant Project	225	Operating – 2 years
	Board of Higher Education	Higher Education Cooperative Act (HECA)	350	Operating – 2 years
Kentucky	Council on Public Higher Education	Summer Faculty Fellowship Program	30	Operating – 1 year
		Area Health Education System (AHES)	2,000	Operating – 1 year
		Fund for Consortia	400	Operating – 2 years
Michigan	CRLT, University of Michigan	Instructional Development Fund	35	Operating – 12 years
Minnesota	State College System	Faculty Improvement Grants	200	Operating – 6 years
Missouri	University of Missouri System	Improvement in Teaching Fund	500	Defunct – 1 year
		Senior Faculty Development Fund	100	Defunct – 1 year
New Jersey	Department of Higher Education	Research and Development Fund	600	Operating – 3 years
New York	City University of New York	Grant Program for Curricular Diversity	291	Operating – 3 years
	State University of New York	Instructional Development Program	500	Defunct – 2 years
North Carolina	Board of Governors, University of North Carolina	Program Development Fund	110	Operating – 3 years
Ohio	Board of Regents	Instructional Development Fund	45	Operating – 1 year
		Contracts for Services	1,000	Operating – 1 year
Oregon	Education Coordinating Council	Improvement of Undergraduate Education	325	Operating – 6 years
		Faculty Implementation Grants	60	Operating – 1 year
Pennsylvania	State Department of Education	Innovative Programs at State Colleges and Universities	250	Defunct – 1 year
Texas	Texas Coordinating Board	Faculty Applied Research Grants	235	Defunct – 2 years

State	*Sponsoring agency*	*Title of program*	*Amount of state funds (annual, in thousands of dollars)*	*Program now operating or defunct – years of operation*
Washington	Council on Higher Education	Innovative Educational Programs	1,400	Defunct – 2 years
Wisconsin	Board of Regents	Undergraduate Teaching Improvement Grants	225	Operating – 3 years

Note: The above programs were selected from a much longer list supplied by Finkelstein, identified below. Our criteria excluded two types of programs: those funding basic faculty research (which, though desirable, are not necessarily "innovative") and those funded by multicampus systems (where direct state approval was not at play).

Source: M. Finkelstein, *The Incentive Grant Approach in Higher Education: A 15 Year Record* (Washington, D.C.: Postsecondary Education Convening Authority, December 1975).

C

Methods of Assisting Private Institutions

In the last ten years state governments have added many new programs to assist private institutions, and funding levels, on the whole, have been increased. The following list describes ways in which states have aided or could aid private institutions.[1]

1. General purpose grants, all qualifying private institutions
   a. Enrollment-driven formulas, such as number of students or state residents enrolled, credit hours completed, earned degrees conferred
   b. Trailer grants related to number of students receiving state student financial aid
   c. Grants for increased enrollment of state residents beyond the number in some base year
   d. Fixed-sum grants related to institution size
2. Grants to specifically identified institutions (the institutions are specifically named)
   a. General grants
   b. Specific purposes or programs (see #3 below)
3. Grants for all qualifying private institutions for specific programs or purposes
   a. Professional programs
      (1) Medicine
      (2) Dentistry
      (3) Nursing
      (4) Other health-related fields
      (5) Law
      (6) Social work
      (7) Business education teachers
   b. Occupational programs, such as
      (1) Occupational therapy
      (2) Legal assistant
      (3) Medical secretary
      (4) Legal secretary
   c. Academic programs, such as
      (1) Foreign languages
      (2) Public administration
      (3) Textile chemistry
      (4) Nautical engineering
   d. Other specified purposes or programs, such as
      (1) Computer services
      (2) Library resources

[1] It should be noted that some classification systems used "contractual aid" as a separate category. Contracts are essentially a delivery mechanism. Most of the forms of aid under points 1, 2, and 3 below could or could not use contracts, depending upon the inclinations of the state. "Contractual aid" is, therefore, not used in the classification shown here.

(3) Endowed chairs
(4) Interinstitutional cooperation
(5) Supervision of practice teachers
(6) Disadvantaged student programs
(7) Financial aid to students
(8) Certification of foreign-trained nurses

4. Aid to students attending private institutions
   a. Grants
      (1) Need-based; not need-based
      (2) Undergraduates only; graduates and professional students
      (3) All students; special students (such as in medicine and nursing)
      (4) Competitive; noncompetitive
   b. Loans
   c. Work-study

5. Facilities construction assistance
   a. Tax-exempt bond issuing authority
   b. Loans
   c. Grants
   d. Land condemnation proceedings
   e. Soil tests

6. Taxation of institutions
   a. Exemption from sales and excise taxes
   b. Exemption of property used for educational purposes from property taxes
   c. Exemption of property not currently used for educational purposes from property taxes
   d. Exemption of income from institution-owned enterprises from business income taxes

7. Other
   a. Tax credits for individuals and corporations for gifts to private institutions
   b. Bail-out aid for institutions in serious financial difficulty
   c. Use of state's purchasing facilities
   d. Use of state's legal services

D

Actual and Potential Controls over Private Institutions

To date, controls over private institutions by state or quasi-state agencies have been relatively light. Two of the more frequently found controls include reporting requirements imposed by various state agencies and program review by state coordinating agencies for the purpose of preventing uneconomic duplication of programs. The types and degree of control vary significantly among the states. Within states, requirements change from time to time.

An illustrative list of the ways in which private institutions now have to make themselves accountable:

1. Reporting requirements, such as
   a. HEGIS data
   b. Other financial data and reports (balance sheets, certified audits; one state legislature proposed requiring unit cost data by degree and major)
   c. Long-range institutional plans prepared according to specified formats; progress reports on plan achievements
   d. Enrollment statistics not covered in HEGIS – e.g., age and marital status, transfers, attrition data, number of entering freshmen graduating four years hence, etc.
   e. Student/faculty ratios
   f. Employment statistics – new appointments by in-state and out-of-state; terminations; full-time and part-time, faculty, administrators, others; salaries and benefits; faculty distribution by rank and tenure status
   g. Affirmative action reports – faculty, administrative staff, others; students
   h. Student financial aid statistics – number offered aid, number receiving aid, number receiving each type of aid and amount of aid, average aid payment, income distribution of aid recipients, minority status, unfunded aid
2. Program approval by state coordinating agency
   a. Establishment of new programs, degrees, etc.
   b. Review of existing programs with power to recommend or authorize termination

3. Accreditation and accreditation review
   a. Accreditation of the institution by the regional agency
   b. Accreditation or credentialing of individual programs in disciplines or occupational areas.
4. Health and safety compliance
5. Pressure upon institution to participate in projects involving interinstitutional cooperation
   a. Attendance at state and regional meetings
   b. Participation in project planning and actual project
   c. Submission of reports
6. State human relations commission intervention and control affecting directly or indirectly
   a. Appointment, promotion, tenure
   b. Personnel procedures and records
   c. Reports
7. Capital controls, when assistance is available for facilities construction

Some indication of the degree to which private institutions might lose their autonomy can be obtained from the types of controls exercised over public institutions by legislatures, governors, executive departments, and state coordinating bodies. In some states, controls exercised over the individual public institution are relatively minor; in other states, they are burdensome and heavy. Within a state, the degree of control may vary from one area or type to another. Control is also fluid. It comes and goes.

The following list is illustrative of the types of controls that are or have been exercised over public institutions:[1]

1. Personnel policies and their implementation
   a. Control over selection, appointment, promotion and termination of faculty and staff
   b. Limitations on rank distribution of faculty
   c. Tenure quotas
   d. Required use of standardized employee classifications and pay plans, including faculty
   e. Central agency determination of senior administrative salaries
   f. Standardization of salary increases (lock-step)
   g. Bureaucratization of personnel procedures, such as time off for emergencies, sick leave, compensatory time, vacations, leaves without pay
   h. Control over fringe benefit packages
   i. Limitations on types and amount of perquisites, such as house, domestic help, and entertainment allowance for president, professional perquisites for faculty, etc.
   j. Prescribed "office hour" regulations for faculty
   k. State agency approval to travel out-of-state at state expense or at no expense to the state
   l. Salary appropriations made by category with no discretion to shift funds among categories
   m. Preparation of salary checks by state controller's office, necessitating extra documentation and travel
   n. Compliance with civil service rules and regulations
   o. Loyalty oaths and information on political affiliations, etc.
   p. Control by state agencies (a New York report lists 6 basic housekeeping agencies and 12 other quasi-state agencies with some control over institutional expenses or activities, and more agencies may impact the institution from time to time)

[1]Much of the following is taken from Harcleroad.

2. Long-range planning
   a. Required periodic submission of long-range plans with prescribed formats
   b. Prescribed growth
   c. Prescribed enrollment ceilings
   d. Program control

3. Academic affairs and programs
   a. Establishment of admissions
   b. Control over standards for granting degrees and for retention of students
   c. Control over programs or degrees – establishment of new programs, termination of old
   d. Approval of specific courses
   e. Prescribed standardized course numbering system for all institutions
   f. Prescribed record keeping formats, reports, etc.
   g. Use of faculty with respect to class size and workload

4. Control over academic freedom
   a. Control of research or intervention in the publication of research findings
   b. Control over school publications
   c. Control over use of campus facilities by student political organizations, campus speakers, etc.
   d. Intervention in internal affairs of the campus

5. Budgetary process, development and implementation
   a. Rigid timing of the budgetary process
   b. Imposition of prescribed budgetary procedures
   c. Use of line item budgets with detailed justification
   d. Use of funding formulas, such as student/faculty ratios, maintenance cost per sq. ft. (failure of formulas to take into account special situations, such as unusual number of older buildings with higher maintenance costs; also inadequate flexibility when prices rise rapidly or enrollments fall)

6. Control over capital outlay and construction
   a. Selection and acquisition of sites
   b. Selection of architects
   c. Determination of building needs and planning of building
   d. Limitations on building features (cost-lowering and cost-raising)
   e. Supervising the construction of buildings
   f. Control over and outright purchase of major equipment

7. Control over the board of trustees
   a. Appointments to the board
   b. Requirements of open meetings
   c. Prescriptions as to the conduct of business

Source: F. Harcleroad, *Institutional Efficiency in State Systems of Public Higher Education* (Tucson, Ariz.: University of Arizona, College of Education, 1975).

E

Proposals to Define Areas of Institutional Independence and State Control

Figure E-1. American Association of State Colleges and Universities: Levels of Decision for Higher Education Functions

	Elements in the system			
Function	*State government*	*Coordination element*	*Governance element*	*Institution*
System organizational structure	Establishes broad structural arrangements; defines role of elements	Develops detailed coordinating policies and procedures	Develops detailed governing	Participates in development of coordinating and governance
Program allocation	Adopts broad general guidelines	Assumes major recommending and decision-making responsibility recognizing interests of governing element and institutions	Approves on basis of coordinating element recommendations and institutional capabilities and interests	Develops and executes programs
Budget development	Very broad policy; appropriates funds	Reviews and relates budget to entire state's needs and recommends in terms of priorities	Approves budget request with respect to justifiable needs (for own institution)	Prepares budget request
Fiscal policies	Broad regulations, relations with other state agencies	Organizes broad policy guidelines	Approves institutional recommendations which conform to state and coordinating element broad regulations and guidelines	Executes broad policies and develops internal policies

Note: Although original sources are cited in each case, the first three of the four sets of proposals in this section were first published together in Education Commission of the States, *Coordination or Chaos*, Report of the Task Force on Coordination, Governance and Structure of Postsecondary Education, report no. 43 (Denver, Colo., October 1973).

Figure E-1. American Association of State Colleges and Universities: Levels of Decision for Higher Education Functions (Continued)

Function	*Elements in the system*			
	State government	*Coordination element*	*Governance element*	*Institution*
Program content		Approves in terms of needs of state	Approves mainly in terms of institutional capability	Proposes, develops and operates
Personnel selection	Establishes broad policy	Coordinates among elements within state policy	Approves institutional policies and considers institutional recommendations within policies	Participates in development of policy and executes selection
Planning	Expresses state interests and needs	Articulates plans of institutions and government elements; executes necessary statewide plans	Expresses governing element interests and concerns; coordinates with other elements	Maintains continuous planning program; initiates planning of institutional program
Evaluation accountability	Establishes basic requirements	Coordinates among elements	Establishes basic policy	Executes policy, accepts responsibility for effective performance
Capital programs	Very broad policy; appropriates funds	Approves in terms of state priorities and needs	Approves in terms of institutional goals and needs	Prepares and proposes capital program and recommends priorities

Source: American Association of State Colleges and Universities, *Institutional Rights and Responsibilities* (Washington, D.C., November 19, 1971).

Figure E-2. Carnegie Commission: Distribution of Authority

To achieve balance between public control and influence versus institutional independence, the Commission favors the following patterns for the distribution of authority between public agencies (including coordinating councils) and academic institutions (including multicampus systems):

PUBLIC CONTROL	INSTITUTIONAL INDEPENDENCE
Governance	
Basic responsibility for law enforcement	
Right to insist on political neutrality of *institutions* of higher education	Right to refuse oaths not required of all citizens in similar circumstances
Duty to appoint trustees of public institutions of higher education (or to select them through popular election)	Right to independent trustees: No ex officio regents with subsequent budgetary authority
	Right to nonpartisan trustees as recommended by some impartial screening agency, or as confirmed by some branch of the state legislature, or both; or as elected by the public
Right to reports and accountability on matters of public interest	
Duty of courts to hear cases alleging denial of general rights of a citizen and of unfair procedures	

Figure E-2. Carnegie Commission: Distribution of Authority (Continued)

PUBLIC CONTROL	INSTITUTIONAL INDEPENDENCE
Financial and Business Affairs	
Appropriation of public funds on basis of general formulas that reflect quantity and quality of output	Assignment of all funds to specific purposes
Postaudit, rather than preaudit, of expenditures, of purchases, of personnel actions	Freedom to make expenditures within budget, to make purchases, and to take personnel actions subject only to postaudit
Examination of effective use of resources on a postaudit basis	Determination of individual work loads and of specific assignments to faculty and staff members
Standards for accounting practices and postaudit of them	
General level of salaries	Determination of specific salaries
Appropriation of public funds for buildings on basis of general formulas for building requirements	Design of buildings and assignment of space
Academic and Intellectual Affairs	
General policies on student admissions: Number of places Equality of access Academic level of general eligibility among types of institutions General distribution of students by level of division	Selection of individual students
Policies for equal access to employment for women and for members of minority groups	Academic policies for, and actual selection and promotion of, faculty members
Policies on differentiation of functions among systems of higher education and on specialization by major fields of endeavor among institutions	Approval of individual courses and course content
No right to expect secret research or service from members of institutions of higher education; and no right to prior review before publication of research results; but right to patents where appropriate	Policies on and administration of research and service activities
	Determination of grades and issuance of individual degrees
	Selection of academic and administrative leadership
Enforcement of the national Bill of Rights	Policies on academic freedom
Policies on size and rate of growth on campuses	Policies on size and rate of growth of departments and schools and colleges within budgetary limitations
Establishment of new campuses and other major new endeavors, such as a medical school, and definition of scope	Academic programs for new campuses and other major new endeavors within general authorization

Figure E-2. Carnegie Commission: Distribution of Authority (Continued)

INFLUENCE BUT NOT PUBLIC CONTROL	INSTITUTIONAL INDEPENDENCE
Academic Affairs – Innovation	
Encouragement of innovation through inquiry, recommendation, allocation of special funds, application of general budgetary formulas, starting new institutions	Development of and detailed planning for innovation

Source: Carnegie Commission on Higher Education, *Governance of Higher Education: Six Priority Problems* (New York: McGraw-Hill, 1973), pp. 25-27.

Figure E-3. Glenny, Berdahl, Palola, and Paltridge: Powers Necessary for Coordination

As a participatory agency, the coordinating board must rely on widespread consensus for its decisions and on persuasion and cooperation rather than fiat and pure power for policy and implementation. Nevertheless, certain legal powers are necessary to the board to underpin and reinforce the intent of the state to plan and create a comprehensive system. We recommend that the board have the following minimum powers:

1. To engage in continuous planning, both long-range and short-range
2. To acquire information from all post-secondary institutions and agencies through the establishment of statewide management and data systems
3. To review and approve new and existing degree programs, new campuses, extension centers, departments and centers of all public institutions, and, where substantial state aid is given, of all private institutions
4. To review and make recommendations on any and all facets of both operating and capital budgets and, when requested by state authorities, present a consolidated budget for the whole system and
5. To administer directly or have under its coordinative powers all state scholarship and grant programs to students, grant programs to nonpublic institutions, and all state-administered federal grant and aid programs

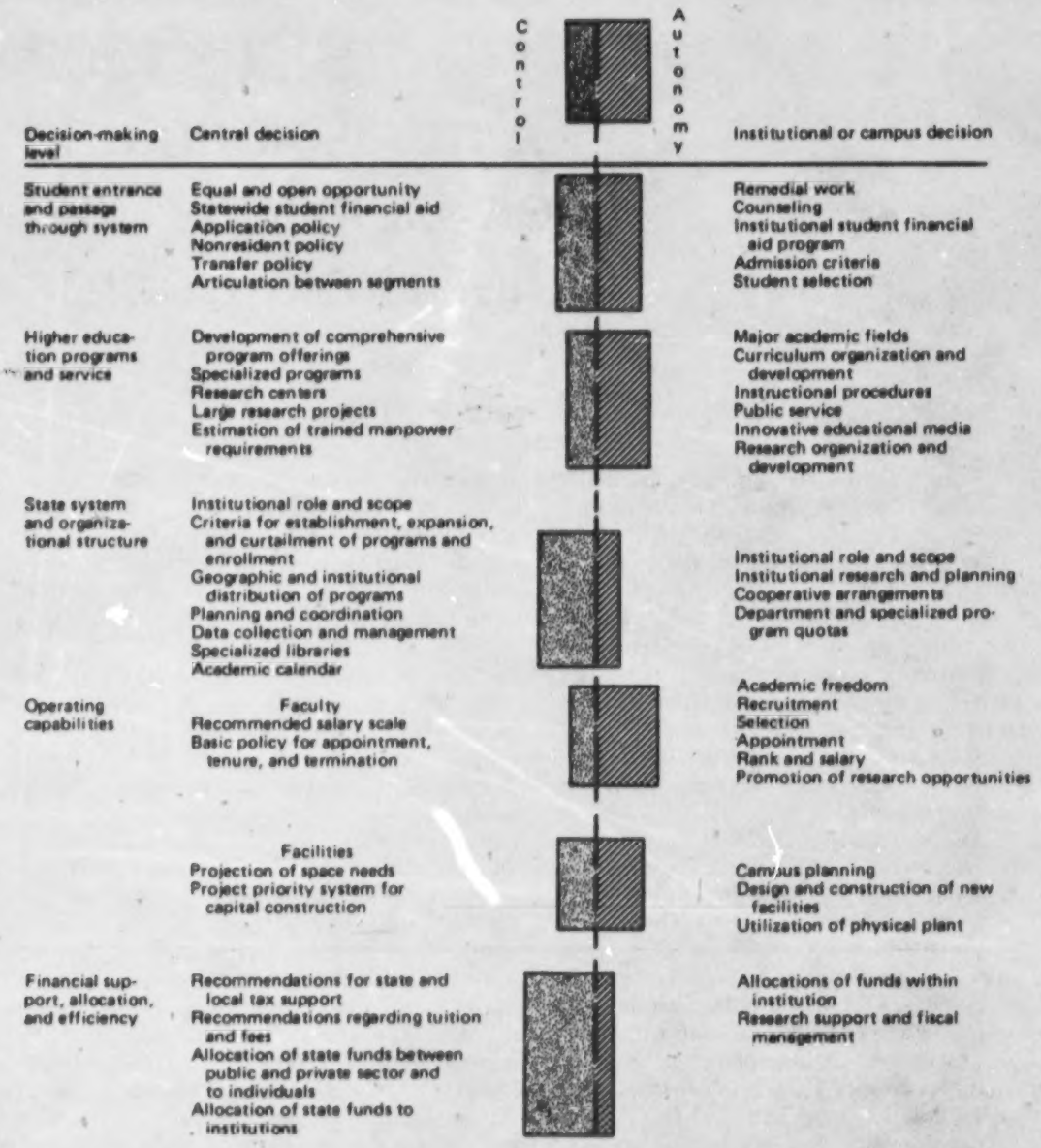
Perhaps the key jurisdictional issue between the coordinating board and the institutional boards is where to draw the dividing line between their respective powers and responsibilities. Some coordinating staff members, impatient with group processes and widespread participation by interested parties and often lacking skill in leadership and persuasion, seek increased power to intervene directly into the legitimate provinces of institutional governing boards and their staffs. The exercise of such power finally leads both legislators and institutional leaders to the conclusion that institutional governing boards are superfluous. Thus, the chief advantages of coordination have been lost to the state and to the institutions.

If the coordinating board is not to preempt the raison d'etre of the institutional governing boards, it should stay out of the following matters (and if the law now allows these interventions, the board should use great restraint in exercising the powers):

1. Student affairs *except* general admissions standards, enrollment ceilings, and enrollment mixes applicable to the various systems and subsystems of institutions
2. Faculty affairs (hiring, promotion, tenure, dismissal, salaries), *except* general guidelines applicable to salaries
3. Selection and appointment of any person at the institutional or agency level, including the president or chief executive and board members
4. Approval of travel, in-state or out-of-state, for staff of any institution
5. Planning of courses or programs, including their content, and selecting subjects of research
6. Presenting of arguments and supporting materials for institutional operating or capital budgets, *except* that the board should present and support its own recommendations on budgets
7. Contractual relationships for construction, land acquisition, equipment, and services
8. General policing or maintenance of civil order on campus and
9. Negotiations and contractual relationships with unions representing institutional personnel, *except* that such negotiations may be conducted within guidelines and/or budgetary parameters set by the state or board.

Source: L. Glenny, R. Berdahl, E. Palola, and J. Paltridge, *Coordinating Higher Education for the '70s* (Berkeley, Calif.: Center for Research and Development in Higher Education, University of California, 1971), pp. 7, 12.

Figure E-4. Halstead: Illustrative Worksheet for Outlining the Principal Level of Decision-Making for Selected Component Operations Within a State System of Higher Education



Note: The concept for this type of chart was originally introduced by Provost Harry Porter, State University of New York Systems Office, Albany.

Source: K. Halstead, *Statewide Planning in Higher Education* (Washington, D.C., U.S. Government Printing Office, 1974), p. 24.

F

State 1202 Commissions and Their Relations with Other State Boards

Section 1202 of the Education Amendments of 1972 to the Higher Education Act of 1965 authorized states so desiring to designate a new or existing state agency as the recipient for that state's share of whatever funds might become available under Section 1203 for the improvement of comprehensive postsecondary education planning. The law mandated that such agencies had to be "broadly and equitably representative" of *all* units of public and private postsecondary education, including vocational education and proprietary schools.

It was anticipated that such agencies, if established, would also qualify to receive funds under Title X of the same act, relating to planning for community college and occupational education. But Title X has never subsequently been funded, and the central purpose of the 1202 commissions has remained the improvement of comprehensive postsecondary education planning. Besides the authority to spend any funds forthcoming under Section 1203 or Title X, the law gave such agencies no additional powers.

Concerns on the part of the Administration about the funding of Title X, plus opposition from some circles in higher education, delayed immediate implementation of the 1202 provisions, but in 1974, when $1 million was made available under Section 1203, 44 states accepted the Commissioner of Education's invitation to designate such a state commission. The first-year's grant amounted only to $26,100 per state. With a second-year total grant retaining that amount for the smaller states and graduating up to $100,000 for the larger states, two more state commissions were designated, leaving only four states (Colorado, North Carolina, Tennessee and Wisconsin) without one.

Among the many kinds of activities undertaken by the various 1202 commissions have been: assessment of planning efforts, development of cooperative relations and comprehensive planning, development or expansion of inventories and/or data bases, and studies of educational and financial needs. To the best of our knowledge, no one has yet attempted to assess how well these activities have been carried out although a project of the Education Commission of the States, currently underway, will attempt to do this. The activities of the various 1202 commissions reflect two major factors: the extremely modest amount of federal funds available, and whether or not an existing state agency was designated the 1202 commission. If an existing agency was so designated, it is, of course, difficult to judge which of its many activities can be labelled "1202" and which it would have undertaken in any case.

Of the 46 states complying, 31 chose an existing or an augmented-existing agency, while 15 decided to designate a separate agency. The creation of new agencies

stemmed partly from the requirement of broad representation, which put a strain on existing consolidated governing boards, with their usually narrower membership base. Reflecting this fact, 9 of the 19 states with consolidated boards chose to establish new 1202 commissions, 7 augmented their existing boards with additional representatives from other sectors, 1 asserted that its existing board already met the criteria, and 2 chose not to establish such a commission at all. In contrast, 16 of 28 states with coordinating boards designated their existing agency, 7 others augmented the existing board, 3 decided to create a new 1202 commission, and 2 states chose to create none.

Type of state board	*Type of 1202 Commission*				
	Existing	*Augmented*	*New*	*None*	*Totals*
Coordinating	16	7	3	2	28
Consolidated	1	7	9	2	19
No board	—	—	3	—	3
Totals	17	14	15	4	50

Figure F-1 analyzes the pattern of statewide boards resulting from the creation of the 15 new 1202 commissions.

Figure F-1. A Classification of States by Pattern of Statewide Boards and 1202 Commissions, 1975

1.	No statewide coordinating board (1202 only)	Delaware Nebraska	Vermont
2a.	Consolidated board (acting as 1202)	Hawaii (augmented) Idaho	Montana (augmented) Nevada (augmented)[a] North Dakota (augmented) Rhode Island (augmented) Utah (augmented) West Virginia (augmented)[a]
2b.	Consolidated board (with separate 1202)	Alaska Arizona Florida Georgia Iowa Kansas Maine	Mississippi South Dakota
2c.	Consolidated board (with no 1202)	North Carolina	Wisconsin
3a.	Advisory coordinating board (acting as 1202)	Arkansas (augmented) California Maryland (augmented) Michigan	Minnesota New Hampshire Washington Wyoming
3b.	Advisory coordinating board (with separate 1202)	Alabama	
3c.	Advisory coordinating board (with no 1202)		
4a.	Regulatory coordinating board (acting as 1202)	Connecticut Illinois Indiana Louisiana Massachusetts (augmented) Missouri New Jersey (augmented)	New Mexico New York Ohio Oklahoma Oregon Pennsylvania (augmented) South Carolina (augmented) Virginia

4b.	Regulatory coordinating board (with separate 1202)	Kentucky	Texas
4c.	Regulatory coordinating board (with no 1202)	Colorado	Tennessee

[a]Legally speaking, the 1202 commissions in Nevada and West Virginia are separate bodies from the consolidated boards. But in fact, they are merely the existing boards with augmented membership.

Source: Education Commission of the States, *The Changing Map of Postsecondary Education*, (Denver, Colo., 1975), Table 2, p. 81; N. M. Berve, "Survey of the Structure of State Coordinating Governing Boards and Public Institutional and Multi-campus Governing Boards of Postsecondary Education – as of January 1, 1975," *Higher Education in the States*, 1975, *4* (10); and R. Millard, *State Boards of Higher Education*, (Washington, D.C.: Educational Resources Information Center, forthcoming).

G

State Patterns of (1) Campus Governance of Senior Institutions, (2) State Coordination, and (3) Association of the Private Sector to Public Policy

Column one: Governing board or boards over campus	*Column two: Coordinating boards*	*Column three: Relationship of private sector*	*States in pattern*
I	A	5	Delaware
I	C	3	Michigan[a] Washington
I	D	4	Missouri[b]
I	D	5	Kentucky[c]
II	A	5	Nebraska
II	C	3	California Minnesota
II	D	4	Connecticut[d] Illinois Louisiana New York[e] Tennessee
III	A	2	North Carolina[f,g]
III	A	5	Arizona[h] Florida[h] Iowa[h] Kansas[h] Mississippi[h]

Column one: Governing board or boards over campus	*Column two: Coordinating boards*	*Column three: Relationship of private sector*	*States in pattern*
III	B	1	Wisconsin
III	B	2	Hawaii Idaho Montana Nevada North Dakota Rhode Island Utah[f] West Virginia
III	B	5	Alaska Georgia Maine[i] South Dakota
III	C	3	New Hampshire Wyoming[j]
III	D	4	Oregon
IV	A	5	Vermont
IV	C	3	Arkansas[k] Maryland[k]
IV	C	5	Alabama
IV	D	4	Colorado Indiana Massachusetts[k] New Jersey[k] New Mexico Ohio Oklahoma Pennsylvania[k] South Carolina[k] Texas Virginia

Definitions:

(Column one)

I Individual board governs each public senior institution.

II Two or more multicampus boards govern all public senior institutions, e.g., separately for universities and for state colleges. (Note: sometimes these boards have jurisdiction over some two-year institutions as well.)

III All senior public institutions governed by a single consolidated board.

IV Mixed pattern with individual boards for some senior institutions and multicampus boards for others.

(Column two)

A No coordination over the entire public sector (1202 commissions, as *planning* agencies, are treated in Column three).

B The consolidated board that governs the public sector also coordinates it.

C Advisory coordinating board that gives advice to both state government and the institutions of higher education.

D Regulatory coordinating board that has authority in its own right over one or more important aspects of the conduct of higher education, such as the right to approve or disapprove programs or present a single consolidated budget for public higher education.

(Column three)

1 No direct contacts with statewide planning (excludes specialized agencies such as scholarship commissions).

2 The consolidated governing board that coordinates all public institutions in the state also acts as the channel for private-sector concerns, by acting with augmented membership (except Idaho) as the 1202 commission.

3 Advisory coordinating board also serves as 1202 commission, and is the channel for private-sector concerns.

4 Regulatory coordinating board serves as a major channel for private-sector concerns, and, except in Texas, where the 1202 commission is separate and in

Colorado and Tennessee, which have no 1202 commissions, the coordinating board also serves as the 1202 commission.

5 State 1202 commission acts as a major channel for voicing private-sector concerns. In this category the 1202 commission is either separate from any other statewide boards or is the only statewide board.

[a](Column one) Michigan is included in Category 1 because 13 of the 14 senior institutions have separate governing boards. The University of Michigan board, however, governs three campuses of that system.

[b](Column one) Missouri is included in Category 1 because 8 of the 9 senior institutions have separate governing boards. The University of Missouri board, however, governs four campuses of that system.

[c](Column one) While Kentucky does have separate boards for all senior institutions, the University of Kentucky board also governs 13 two-year colleges.

[d](Column one) The University of Connecticut System board is a multicampus board, but it governs only one senior campus and five two-year campuses.

[e](Column three) The New York State Board of Regents by state law has authority over private higher education which goes far beyond the normal regulatory coordinating board or 1202 Commission relationship.

[f](Column one) Each campus in the multicampus system also has an individual board with powers largely delegated from the central board.

[g](Column three) North Carolina requires two qualifications to fit this category: there is no 1202 Commission and the governing board covers only all public senior institutions. But this board has been given statutory jurisdiction to consider private sector concerns.

[h](Column one) While no statewide coordination exists in these states, the single governing board for senior institutions does, of course, coordinate them.

[i](Column one) The Maine Maritime Academy is governed by a separate individual board.

[j](Column one) There is only one senior institution in the state.

[k](Column three) Board is augmented in membership to serve as 1202 Commission.

Sources: N. M. Berve, "Survey of the Structure of State Coordinating Governing Boards and Public Institutional and Multi-campus Governing Boards of Postsecondary Education – as of January 1, 1975," *Higher Education in the States* 1975, *4* (10); J. L. Zwingle and M. E. Rogers, *State Boards Responsible for Higher Education 1970* (Washington, D.C.: U.S. Government Printing Office, 1972); U.S. National Center for Education Statistics, *Higher Education Directory, 1974-75* (Washington, D.C.: U.S. Government Printing Office, 1975).

H

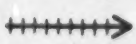
State Organizational Charts of Public Higher Education

States

1. California
2. Florida
3. Illinois
4. Michigan
5. New York
6. North Carolina
7. Texas
8. Wisconsin

Code

Elects =

Appoints = 

Governs =

Coordinates =

Liaison =

Classification of Institutions

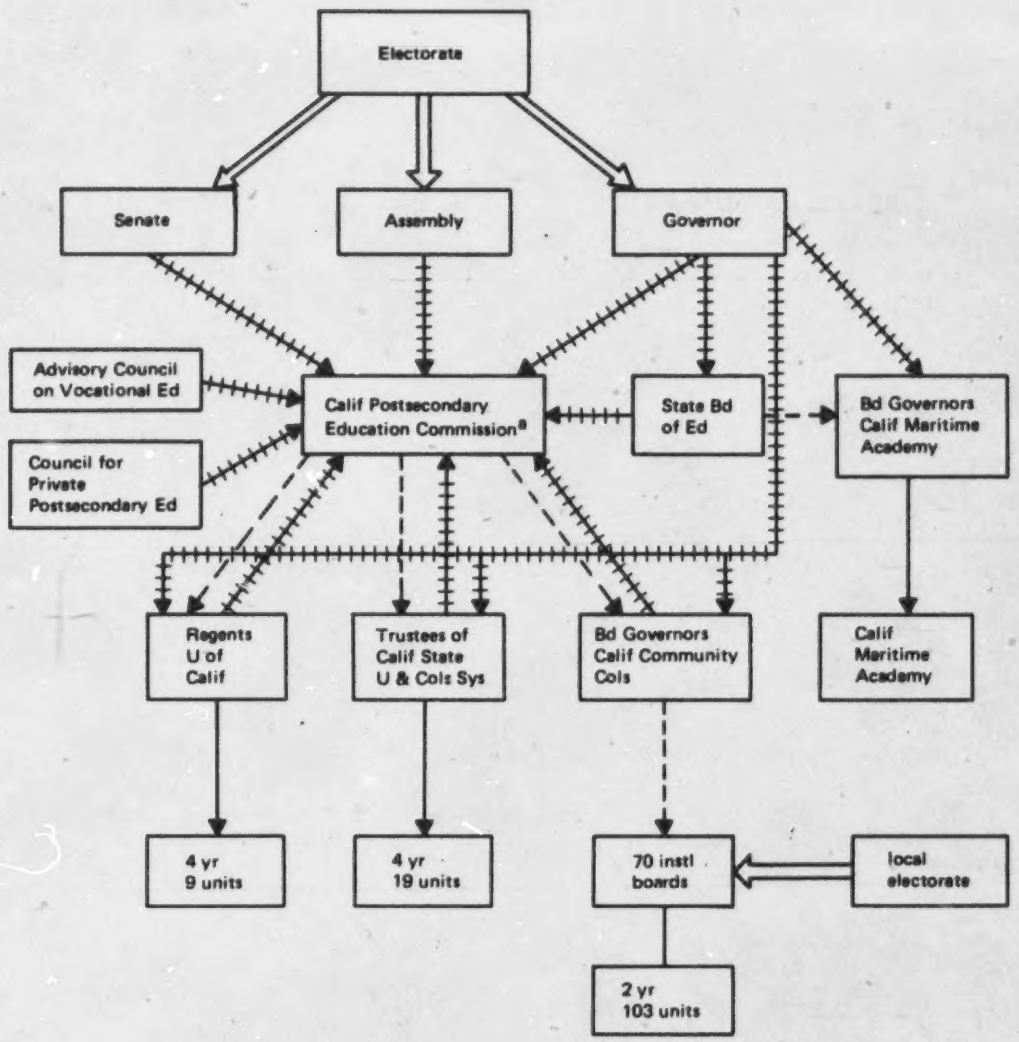
4 yr = Four-year colleges, universities, and separate professional schools[1] (e.g., separate medical or engineering schools).

2 yr = Community colleges and other less-than-baccalaureate institutions that offer programs either leading to an associate's degree or wholly or principally creditable toward a bachelor's degree. Vocational-technical institutions that offer only terminal occupational programs are not included on the charts.

[1] Our sources for the following charts are: American Association of Community and Junior Colleges, *1976 Community, Junior, and Technical College Directory* (Washington, D.C., 1976); N. M. Berve, "Survey of the Structure of State Coordinating or Governing Boards and Public Institutional and Multicampus Governing Boards of Postsecondary Education--as of January 1, 1975," *Higher Education in the States*, 1975, 4 (10); and J. L. Zwingle and M. E. Rogers, *State Boards Responsible for Higher Education 1970* (Washington, D.C.: U.S. Government Printing Office, 1975).

Where sources have differed as to the number of separate professional schools, we have relied on data supplied by Berve.

Figure H-1. California

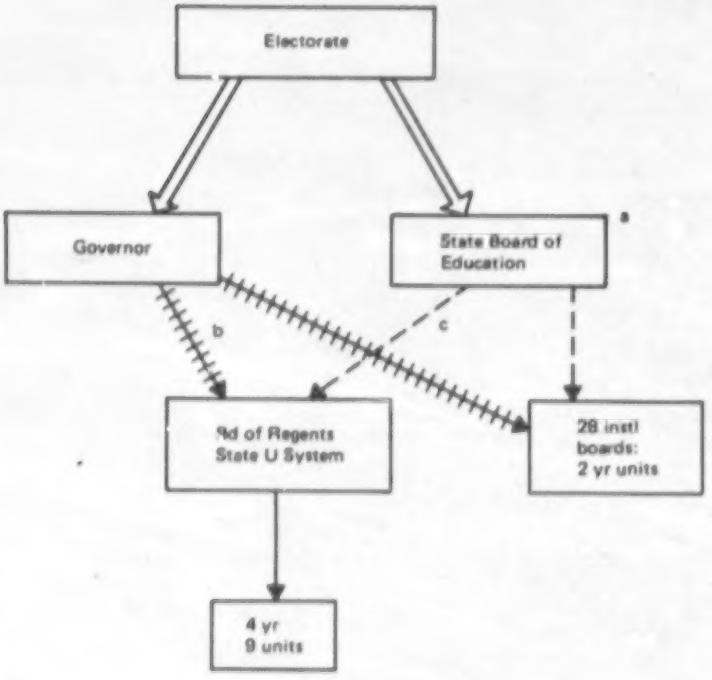


[a]The commission is composed of 23 members: 12 members represent the general public; 6 members represent the three public systems of higher education, with each governing board appointing 2 representatives; 2 members represent the independent colleges and universities; the remaining 3 members represent, respectively, the California Advisory Council on Vocational Education and Technical Training, the Council for Private Postsecondary Education, and the State Board of Education.

Commissioners representing the general public serve a six-year term and are appointed as follows: four by the governor, four by the Senate Rules Committee, and four by the Speaker of the Assembly. Representatives of the independent institutions serve a three-year term and are appointed by the governor from a list or lists submitted by an association or associations of such institutions. All other members serve at the pleasure of their respective appointing authorities.

Note: The appointing processes illustrated above for the University of California and the California State University and Colleges account for the *majority* of members of these boards, but there is also a minority on each board serving ex officio or as student representative chosen by the board. These ex officio members include four state officials, the chief executive officer of the particular board, and, for the University of California, representatives of the alumni association.

Figure H-2. Florida



[a]The State Board of Education is composed of the governor and six other ex officio members, all elected to statewide offices.

[b]The governor's appointments to the board of regents must be approved by three members of the group identified in footnote *a* and confirmed by the senate.

[c]The board of regents is de facto the major source of governance and coordination for four-year institutions in Florida, but in certain technical respects it is subject to supervision by the State Board of Education, for which it acts as the division of universities.

Code

Elects =

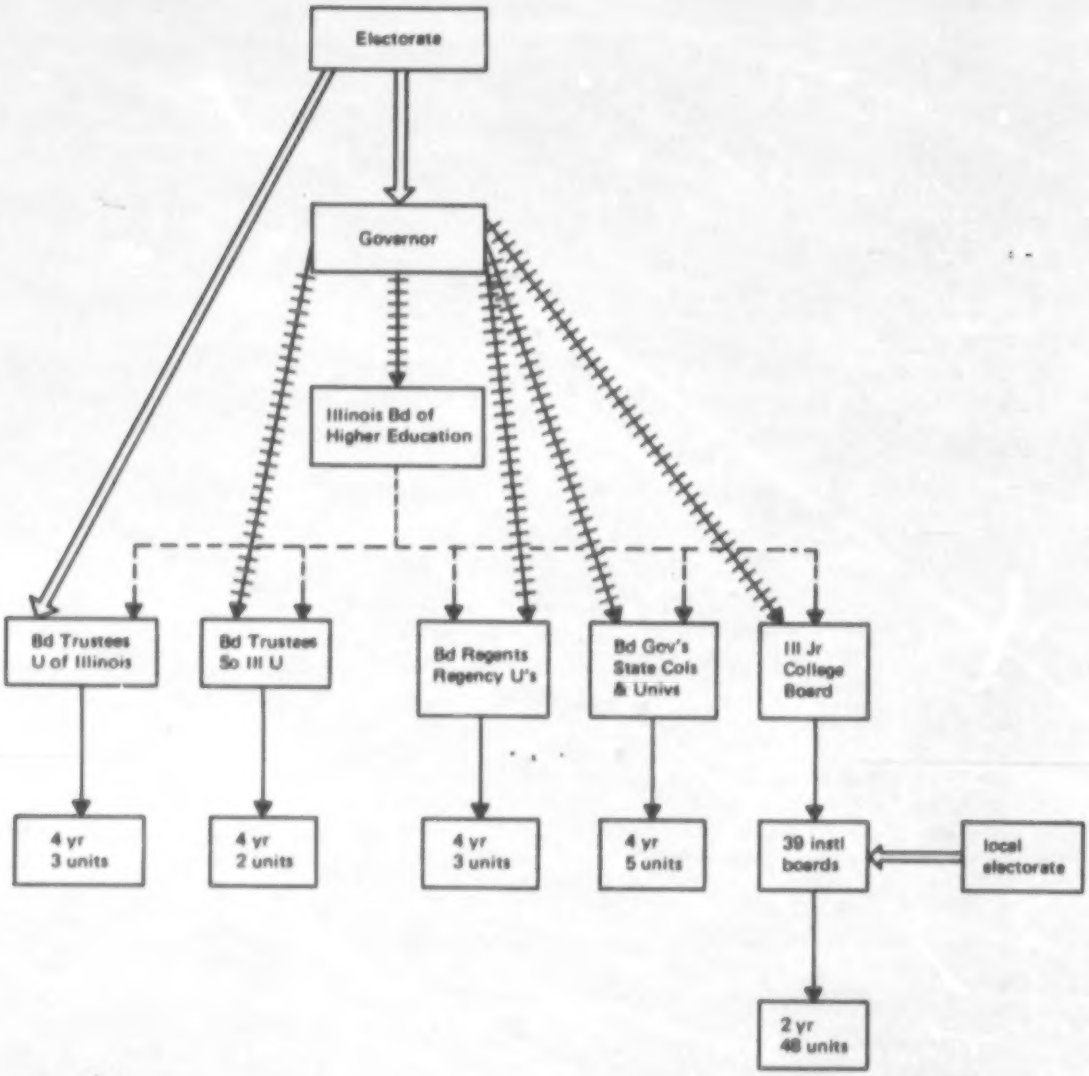
Appoints =

Governs =

Coordinates =

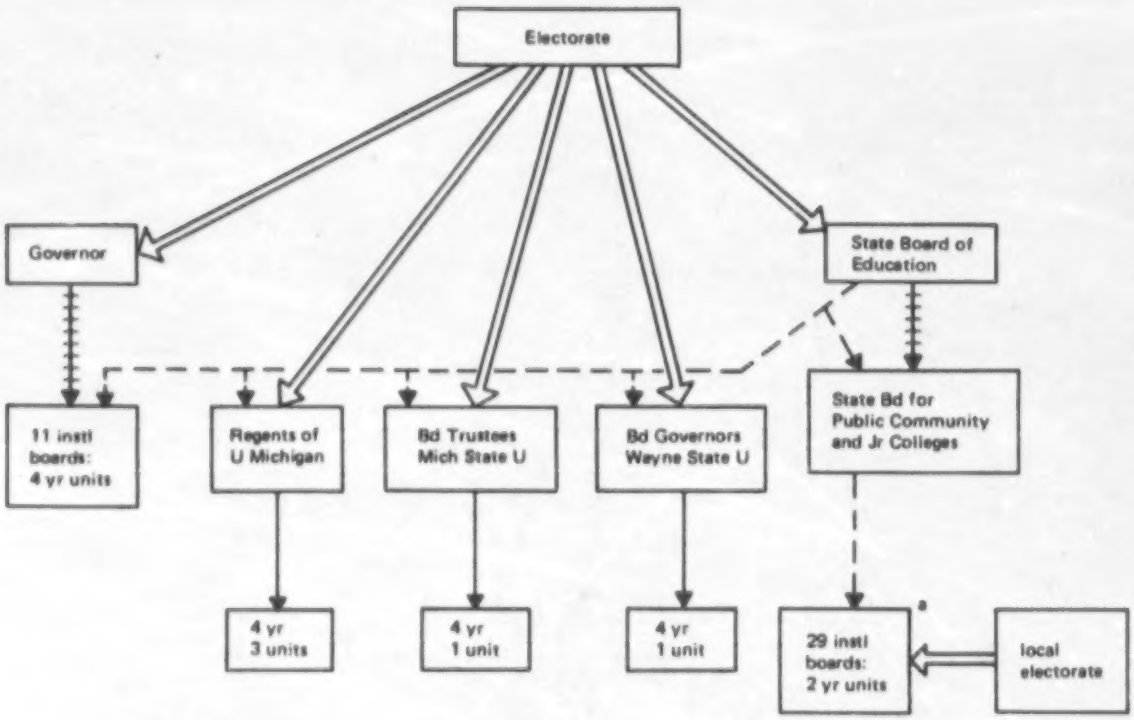
Liaison =

Figure H-3. Illinois



Note: The electing and appointing processes illustrated above account for the *majority* of members of each board, but there is also a minority on each board serving ex officio or as student representatives chosen by students.

Figure H-4. Michigan



[a]Twenty-five of the institutions have boards elected by the local community college districts; four institutions are part of the local public school system. (For one of these, a separate community college board is elected.)

Note: The electing and appointing processes illustrated above acount for the *majority* of members of each board, but the chief executive officer of each board also serves ex officio as a member. In addition, the governor serves ex officio on the State Board of Education.

Code

Elects =

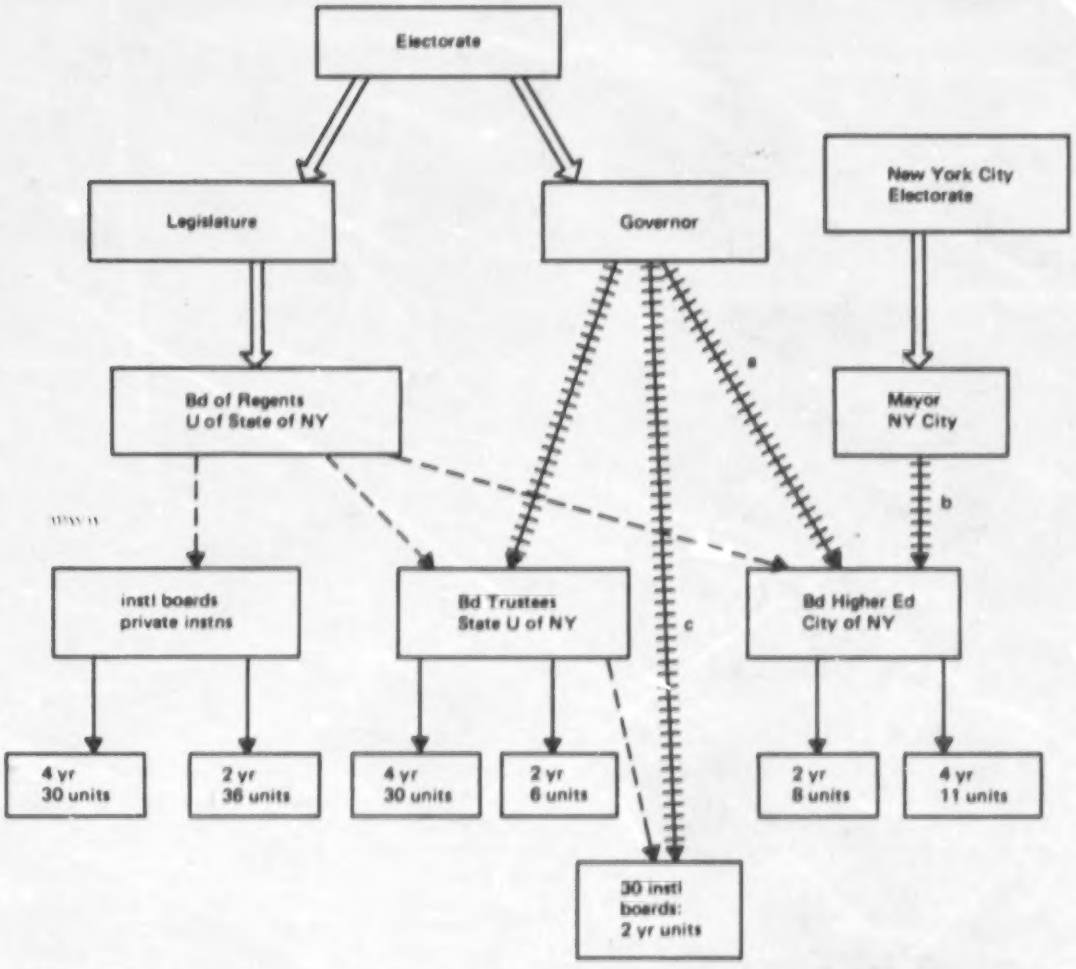
Appoints =

Governs =

Coordinates =

Liaison =

Figure H-5. New York

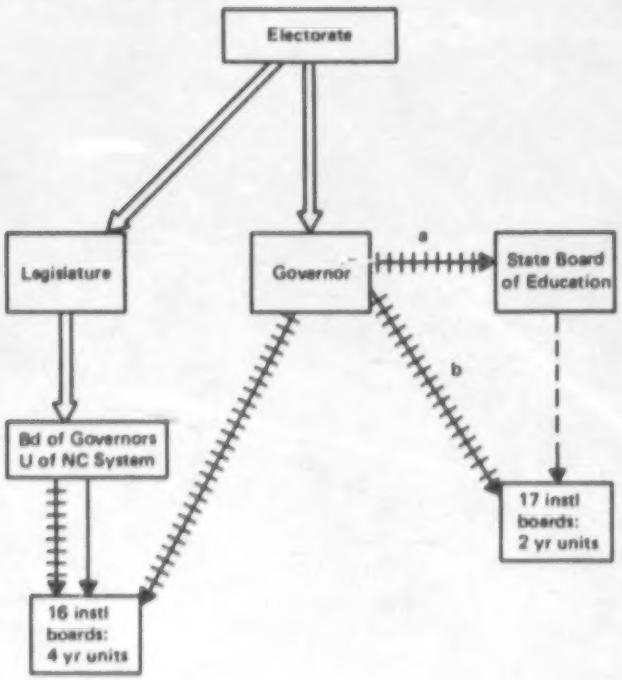


[a]Governor appoints three of ten CUNY board members.

[b]New York City mayor appoints seven of ten CUNY board members.

[c]Each board has ten members: five appointed by the county legislature, four appointed by the governor, and one student (nonvoting) member elected by the student body.

Figure H-6. North Carolina



[a]Governor appoints 11 of 15 state board members with legislative confirmation; the other 2 are ex officio.

[b]Governor appoints 4 of 12 board members; 4 are appointed by the local board of education, and 4 are appointed by the county legislature.

[c]Each board of trustees is composed of eight members elected by the board of governors, four members appointed by the governor, and the president of the student government of the institution, ex officio.

Code

Elects =

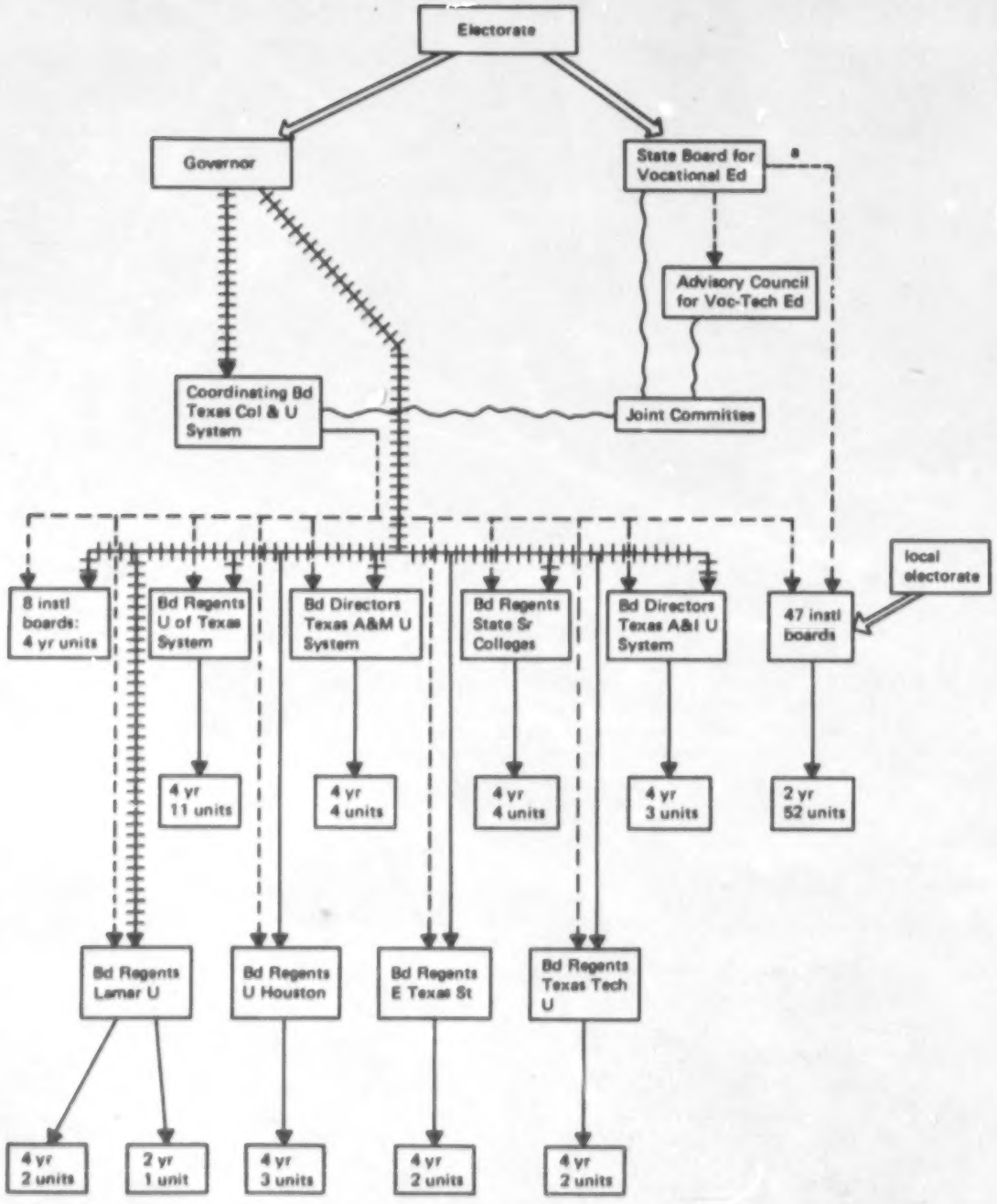
Appoints =

Governs =

Coordinates =

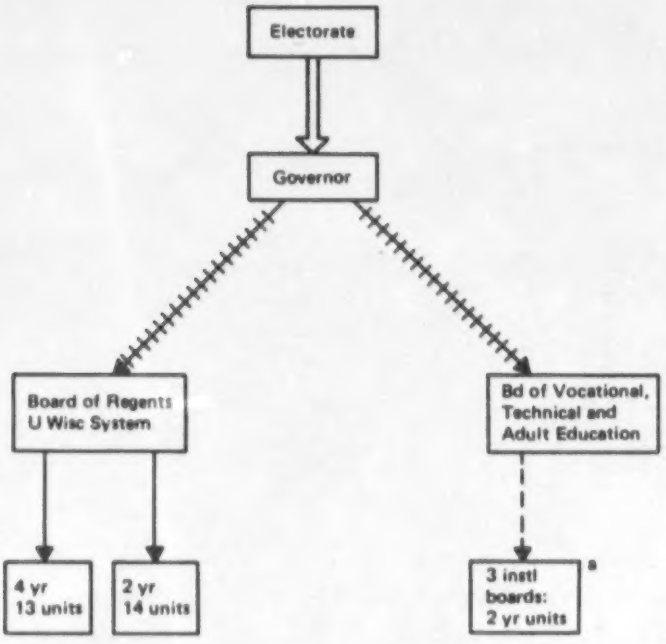
Liaison =

Figure H-7. Texas


Electorate
Governor
State Board for Vocational Ed
a
Advisory Council for Voc-Tech Ed
Coordinating Bd Texas Col & U System
Joint Committee
local electorate
8 instl boards: 4 yr units
Bd Regents U of Texas System
Bd Directors Texas A&M U System
Bd Regents State Sr Colleges
Bd Directors Texas A&I U System
47 instl boards
4 yr 11 units
4 yr 4 units
4 yr 4 units
4 yr 3 units
2 yr 52 units
Bd Regents Lamar U
Bd Regents U Houston
Bd Regents E Texas St
Bd Regents Texas Tech U
4 yr 2 units
2 yr 1 unit
4 yr 3 units
4 yr 2 units
4 yr 2 units

[a]State Board for Vocational Education must review programs relating to vocational, technical, and adult education and manpower training at the junior colleges.

Figure H-8. Wisconsin



[a]Board members are appointed by a local appointment committee headed in two cases by the county board chairman and, in the third case, by the local school board president.

Note: The appointing processes illustrated above for the University of Wisconsin board and the Board of Vocational, Technical and Adult Education account for the *majority* of members of these boards, but two ex officio members also serve on each board.

Code

Elects =

Appoints =

Governs =

Coordinates =

Liaison =